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THE RELATIONSHIP BETWEEN THE PRINCIPAL AND HIS PROFESSIONAL STAFF IN THE PUBLIC SCHOOL.

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THE PUBLIC SCHOOL PRINCIPAL'S LEADERSHIP POSITION WAS THE MAIN FOCUS OF THIS STUDY OF THE RELATIONSHIP BETWEEN THE PSYCHOLOGICAL DISTANCE CONCEPT OF FIEDLER AND THE ORGANIZATIONAL CLIMATE OF HAPLIN AND CROFT. THE ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE (OCDQ) AND THE ASSUMED SIMILARITY OF OPPOSITES SCALES (ASO) WERE ADMINISTERED TO A SAMPLE OF 48 PRINCIPALS AND 1,188 PROFESSIONAL STAFF MEMBERS FROM 31 WHITE AND 17 NEGRO SCHOOLS. THE PRINCIPALS RESPONDED TO BOTH INSTRUMENTS, WHILE THE STAFF MEMBERS WERE REQUESTED TO RESPOND ONLY TO THE OCDQ. ANALYSES OF THE DATA INDICATED THAT (1) A NEGATIVE RELATIONSHIP EXISTS BETWEEN (A) THE ASO CONCEPT (PSYCHOLOGICAL DISTANCE) OF THE SCHOOL PRINCIPALS AND (B) THE OPENNESS OF THE ORGANIZATIONAL CLIMATE OF THE SCHOOLS, THE MORALE OF THE PROFESSIONAL STAFFS, AND THE AUTHENTICITY OF THE SCHOOL PRINCIPAL BEHAVIORS, ALL MEASURED BY THE OCDQ, (2) THE ASO AND OCDQ ARE NOT MEASURES OF SIMILAR CHARACTERISTICS OF ALOOFNESS IN PRINCIPAL BEHAVIOR, (3) NEGRO STAFFS PERCEIVE THEIR SCHOOLS TO BE MORE CLOSED IN THEIR ORGANIZATIONAL CLIMATE, AND (4) PRINCIPALS PERCEIVE THE CLIMATES TO BE MORE OPEN THAN DO THEIR STAFF MEMBERS. (RS)

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Cooperative Research Project No. S-435 (5-8358)

J. Foster Watkins

Auburn University

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THE RELATIONSHIP BETWEEN THE PRINCIPAL AND HIS PROFESSIONAL STAFF IN THE PUBLIC SCHOOL

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THE RELATIONSHIP BETWEEN THE PRINCIPAL AND HIS PROFESSIONAL STAFF IN THE PUBLIC SCHOOL

J. Foster Watkins

A Dissertation
Submitted to
the Graduate Faculty of
Auburn University
in Partial Fulfillment of the
Requirements for the
Degree of
Doctor of Education

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VITA

James Foster Watkins, son of Paul Ashley and Mary (Foster) Watkins, was born in Phenix City, Alabama on June 11, 1937. At an early point in his life, his family moved to Columbus, Georgia. He attended the Baker Elementary School and graduated from Baker High School in June, 1955. He attended the Georgia Institute of Technology in Atlanta, Georgia and graduated from that institution with the degree of Bachelor of Industrial Engineering in June, 1959. Subsequently, he was employed as a teacher and coach in the Muscogee County, Georgia Public Schools. Through the facilities of the University of Georgia - Columbus Center and Columbus College, he qualified himself for admission to the Graduate School of Education at Auburn University in June, 1962. He received the degree of Master of Education from Auburn University in August, 1964. In September, 1964, he became a full-time student in the doctoral program at Auburn University in pursuit of the degree in educational administration. He was admitted to candidacy for the Doctor of Education degree in May, 1965. He is married to the former Janice Marie Preston.

DISSERTATION ABSTRACT

THE RELATIONSHIP BETWEEN THE PRINCIPAL AND HIS PROFESSIONAL STAFF IN THE PUBLIC SCHOOL

J. Foster Watkins

Doctor of Education, June 2, 1966
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This study has focused upon the leadership position of the school principal in American public education. The investigation was undertaken in an effort to gain insight into the nature of the interaction between the principal and his professional staff in the public school situation. The nonsupport of the major hypotheses of the study, which were based on a defensible rationale developed from previous research in leader behavior, provided support for Roald Campbell's contention that there are "peculiarities in educational administration that make it a special case."[1]

The research idea was first stimulated through the investigator's interest in some earlier research on leadership conducted

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[1] Roald F. Campbell, "What Peculiarities in Educational Administration Make It a Special Case?" Administrative Theory in Education, ed. Andrew W. Halpin (Chicago: Midwest Administration Center, University of Chicago, 1958), pp. 166-185.

by Fred Fiedler and his associates. Specifically, the study has investigated the relationship between the ASo concept of psychological distance as defined by Fiedler and selected concepts and dimensions of the organizational climate of schools as established by Halpin and Croft. The importance of the selected situational variables of: (1) age of the principal, (2) size of the school's professional staff, (3) total years experience in education of the principal, and (4) years as principal of his present school were considered in studying this relationship.

The study was conducted in a large Southern school system which was in the process of desegregating its schools. While one school in the system had experienced limited integration, all of the schools involved in the study were still operated on a racially segregated basis. During the developmental stages of the study, passing reference was given to this segregated status as a limitation of the study. Subsequent analyses of the data revealed this distinction to be of significant importance in the relationships studied.

The study was limited to the schools in which the current principal had served in that position for at least two years. This limitation reduced the possible sample from sixty to fifty-five schools. Thirty-one white schools and seventeen Negro schools, a total of forty-eight of those fifty-five qualifying schools, chose to participate in the study. These forty-eight schools involved a like number of principals and 1188 professional staff members in the study.

The Organizational Climate Description Questionnaire (OCDQ)[1] and the Assumed Similarity of Opposites Scales (ASo)[2] were the instruments employed in the study. The principals responded to both instruments, while the staff members were asked to give only their perception of their school's organizational climate by responding to the OCDQ.

The major hypotheses investigated in the study were:

1. It is hypothesized that the schools which tend toward an Open Climate will have principals who maintain high psychological distance.
2. It is hypothesized that there will be a positive relationship between Esprit (OCDQ) and Fiedler's concept of psychological distance.
3. It is hypothesized that there will be a positive relationship between Thrust (OCDQ) and Fiedler's concept of psychological distance.
4. In schools with the preferred Open Tendencies, it is hypothesized that there will be a negative relationship between the concept of psychological distance and the dimension of Aloofness (OCDQ).
5. It is hypothesized that the distribution of scores on the dimension of Consideration (OCDQ) will be bimodal with loadings of high Consideration scores occurring at each end of the psychological distance ratings.
6. It is hypothesized that selected situational variables associated with the positions of school principals will be significantly related to the global concept of Openness of Organizational Climate, the individual dimensions of the OCDQ, and the ASo concept of psychological distance.

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[1] Andrew W. Halpin and Don B. Croft, Organizational Climate of Schools (Chicago: Midwest Administration Center, University of Chicago, 1964).

[2] Fred E. Fiedler, Leader Attitudes and Group Effectiveness (Urbana: University of Illinois Press, 1958).

The analyses of the data of the study provided the bases for the following conclusions:

1. There is a negative relationship between the ASo concept of psychological distance of the school principals and: (1) the Openness of the organizational climate of the schools as defined by the OCDQ, (2) the "morale" of the professional staffs as measured by the OCDQ dimension of Esprit, and (3) the "authenticity" of the behavior of school principals as established by the OCDQ dimension of Thrust. The strength of these negative relationships is especially significant in the Negro school situations.

2. The ASo concept of psychological distance and the OCDQ dimension of Aloofness are not measures of similar characteristics of leader behavior.

3. The study shed no light upon the elusiveness of the OCDQ dimension of Consideration. The attempt to identify two types of Considerate behavior employing the psychological distance scale as the point of reference was not successful.

4. Negro staffs tend to perceive their schools to be more Closed in their organizational climate than do the staffs of the white schools.

5. The importance of the situational variable of staff size has been reemphasized by the findings of the study.

6. Principals and their staffs differ significantly in their perceptions of the organizational climates of their schools. Principals tend to perceive the climates to be more Open than do the members of their professional staffs.

ACKNOWLEDGMENT

It would be extremely difficult to acknowledge fully the generous persons whose time and effort have contributed to this study. Dr. Max Abbott as the major adviser of the author has rendered invaluable assistance. Appreciation is also due the other members of the committee - Dr. Lorain Hite, Dr. John Lovell, and Dr. Harold Moon - for their support and suggestions. A special note of thanks must go to Dr. Hite and his assistant, Mrs. Kay Gross, for their contributions to the statistical analysis of the study. Mrs. Lucille Ashmore, secretary to Dr. Abbott, also deserves special mention for her perserverance and patience with the University Business Office as she handled the financial aspects of the investigation.

The cooperation received from Dr. William Henry Shaw and his staff in the Muscogee County School District is deeply appreciated. Mrs. Betty Buckner was most helpful during the data-gathering phase of the research. The investigator is especially indebted to the principals and staff members of the forty-eight participating schools whose cooperation made the study possible.

Finally, a special acknowledgment to my wife, Janice, whose optimism and encouragement provided the necessary support when the road seemed so long.

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I. THE PROBLEM

Introduction

Charles A. Beard, discussing technology in 1932, pointed out that in considering the effect of technology one must consider that, in addition to machinery, technology included processes, systems, and management and control mechanisms, both human and nonhuman. Above all, it involved a way of looking at problems as to their interest and difficulty, the feasibility of technical solutions, and economic values of those solutions.[1] It is apparent that this view of technology is present in the America that we experience today. Modern historians emphasize the fact that American civilization is fundamentally a technological civilization. James D. Finn, in a paper concerned with technology and the instructional process, points out that, "technology absolutely refuses to be confined. There are few areas of human interest that are sacred from invasion."[2]

With this advance of technology, our society has come to depend to an increasing degree on work which is performed by groups and teams rather than by individuals working alone. The days of the isolated individual and independent living have long since disappeared from the scene. In view of this increased complexity of life, the importance of groups organized to accomplish the myriad tasks faced by our society has become evident. Whenever individuals are brought together as a group, the coordination of the individual efforts toward the group goal becomes a problem, no matter how small or large the group might be. This coordination of individual efforts toward a common group goal requires leadership, as it is readily evident that assembling capable individuals into a group does not necessarily insure teamwork. Peter F. Drucker, professor of management, New York University, and widely known business consultant, made reference to this point in a speech before the National Association of Secondary-School Principals when he stated:

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[1] Charles A. Beard, "Introduction to the American Edition," The Idea of Progress, J. B. Bury (New York: MacMillan Company, 1932), pp. xx-xxvi.

[2] James D. Finn, "Technology and the Instructional Process," The Revolution in the Schools, ed. Ronald Gross and Judith Murphy (New York: Harcourt, Brace and World, Inc., 1964), p. 15.

> By itself ability is nothing . . . all of us know a great many very able people who somehow or other never get anything done. . . . And all of us also know some plodders who are at best moderately endowed, but somehow get a great deal done. They know how to be effective. . . . And there is no doubt that effectiveness is much scarcer than ability.[1]

Fred Fiedler in introducing his leadership studies similarly emphasized:

> To determine why some groups become effective and why others disintegrate or remain only marginally productive is, therefore, of considerable importance to any agency or organization which must rely on teams.[2]

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[1] Peter F. Drucker, Speech before the National Association of Secondary-School Principals, Chicago, Illinois, February 10, 1964.

[2] Fred E. Fiedler, Leader Attitudes and Group Effectiveness (Urbana: University of Illinois Press, 1958), p. 1.

Efforts to accomplish this determination have resulted in recent years in a great deal of research concerned with leadership. Much research has attempted to discover "what we really know about leaders and leadership." This research endeavor has been a continuation of these efforts to understand the behavior of leaders. It has been concerned with the formal leaders of particular organizations, the American public schools, which occupy a strategic position in our society.

In the now famous Brown Case, the Supreme Court of the United States emphasized the place of the public schools of America in the following manner:

> Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and great expenditures for education both demonstrate our recognition of the importance of education in our democratic society. . . . It is the very foundation of good citizenship. . . . In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education.[1]

Roald F. Campbell, in an article concerned with the peculiarities in educational administration which make it a special case, has pointed to this significant importance of public education as one such peculiarity that distinguishes the administrator of schools from other types of administrators. Dr. Campbell summed up his position with reference to the critical function of the school administrator with these words:

---

[1] Brown _et al._ vs. Board of Education of Topeka, 347 (U.S.), 483 (1954).

> I have attempted to say in the above that education, chiefly public education, is a built-in corrective for our kind of society. Only through general public enlightenment can the experiment we call democracy succeed. It seems clear that the administrator of schools charged with such a critical function needs to understand the nature of the charge, and he needs the skills necessary to mobilize people to implement such a concept.[1]

Summarizing, in the Administrator's Notebook, a research study concerned with the leadership patterns of school superintendents and principals, Robert P. Moser has discussed the uniqueness of the position of school principal:

> The school principal is one step removed from the immediate classroom, but his behavior in interaction with the teachers is of key importance in determining the quality of the educational experience that takes place in the school.[2]

Surely, efforts to gain better understanding and insight concerning the behavior of individuals occupying such unique leadership roles in institutions so vital to our society are worthy of consideration.

Background of the Study

This research effort was viewed as a continuation of two previous leadership studies:

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[1] Roald F. Campbell, "What Peculiarities in Educational Administration Make It a Special Case?" Administrative Theory in Education, ed. Andrew W. Halpin (Chicago: Midwest Administration Center, University of Chicago, 1958), p. 172.

[2] Robert P. Moser, "The Leadership Patterns of School Superintendents and School Principals," Administrator's Notebook, VI (September, 1957).

1. The Organizational Climate of Schools Study, conducted by Andrew Halpin and Don B. Croft at the University of Utah, which produced the Organizational Climate Description Questionnaire (OCDQ).[1]

2. Social Perception and Group Effectiveness Study, conducted by Fred E. Fiedler and his associates at the University of Illinois, which developed the Assumed Similarity of Opposite Scales (ASo).[2]

It was felt that a discussion of these two significant studies, with particular emphasis given to the instruments and concepts produced by them, would be necessary in presenting the background and developing the rationale for this research effort. Such a discussion follows.

Organizational Climate Description Questionnaire (OCDQ)

The OCDQ was developed by A. W. Halpin and D. B. Croft in a continuation of the situational approach to leader behavior which Halpin had investigated in earlier work with the Leader Behavior Description Questionnaire during the Ohio State Leadership Studies. The OCDQ study grew out of the intuitive notion that there are differences in climate between and among schools, and that these differences can be sensed as one moves from school to school. In broad terms, Halpin and Croft were attempting to establish for the school organization a means for determining the climate, which is somewhat analogous to the attempts to establish personality measures in regard to individual behavior. In discussing their work, Halpin and Croft pointed out that they were mapping roughly the same domain of inquiry that other investigators have described as morale, but that they were seeking to conceptualize or map this domain in a way which would provide more heuristic value to the concept.

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[1] A. W. Halpin and D. B. Croft, Organizational Climate of Schools (Chicago: Midwest Administration Center, University of Chicago, 1964).

[2] Fiedler, op. cit., pp. 1-69.

The scope of their study was limited to the description made of the school primarily in terms of teacher-principal relationships. Halpin and Croft attempted to refer exclusively to the social component of the school organization. They were guided in their efforts by the assumption that a desirable organizational climate is one in which it is possible for leadership acts to emerge easily from various sources. They felt that an essential determinant of a school's "effectiveness" was the principal's ability to create a climate in which he, and other group members, could initiate and consummate acts of leadership.

Similarity between this research and the Ohio State Studies, which produced the Leader Behavior Description Questionnaire, is apparent when it is seen that Halpin and Croft were also influenced by Cartwright and Zander's dual criteria for group success which had been instrumental in the earlier studies.[1] Halpin and Croft felt that an "effective" group must provide satisfaction to group members in two major respects:

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[1] Dorwin Cartwright and Alvin Zander, eds., Group Dynamics: Research and Theory (Evanston, Illinois: Row Peterson and Company, 1953), p. 541.

1. It must give a sense of task-accomplishment, which corresponds to group achievement of Cartwright and Zander.

2. It must provide members with the social satisfaction that comes from being part of the group, which parallels closely that group maintenance criterion of Cartwright and Zander.

The OCDQ was developed by Halpin and Croft during the first phase of their research. The questionnaire consists of sixty-four items that may be used to establish the organizational climate of schools as perceived by the members of the staffs. The items are answered on the four-point scale: rarely occurs, sometime occurs, often occurs, very frequently occurs. The OCDQ provides eight subtest scores, four of which describe the teacher's behavior. These four dimensions and their definitions developed by Halpin and Croft are:

> Disengagement refers to the teachers' tendency to be "not with it." This dimension describes a group which is "going through the motions," a group that is "not in gear" with respect to the task at hand. It corresponds to the more general concept of anomie as first described by Durkheim. In short, this subtest focusses upon the teachers' behavior in a task-oriented situation.
>
> Hindrance refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary busy-work. The teachers perceive that the principal is hindering rather than facilitating their work.
>
> Esprit refers to "morale." The teachers feel that their social needs are being satisfied, and that they are, at

the same time, enjoying a sense of accomplishment in their job.

Intimacy refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social-needs satisfaction which is not necessarily associated with task-accomplishment.[1]

The four subtest scores which provide dimensions of the principal's behavior as it is perceived by the members of his teaching staff are:

Aloofness refers to behavior by the principal which is characterized as formal and impersonal. He "goes by the book" and prefers to be guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation. His behavior, in brief, is universalistic rather than particularistic; nomothetic rather than idiosyncratic. To maintain this style, he keeps himself - at least, "emotionally" - at a distance from his staff.

Production Emphasis refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive, and plays the role of a "straw boss." His communication tends to go in only one direction, and he is not sensitive to feedback from the staff.

Thrust refers to behavior by the principal which is characterized by his evident effort in trying to "move the organization." "Thrust" behavior is marked not by close supervision, but by the principal's attempt to motivate the teachers through the example which he personally sets. Apparently, because he does not ask the teachers to give of themselves any more than he willingly gives of himself, his behavior, though starkly task-oriented, is nonetheless viewed favorably by the teachers.

Consideration refers to behavior by the principal which is characterized by an inclination to treat the teachers "humanly," to try to do a little something extra for them in human terms.[2]

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[1] Halpin and Croft, op. cit., p. 29.

[2] Ibid., p. 32.

These eight subtest scores are utilized to classify the organizational climate of the school on a continuum from Open to Closed. This continuum, as defined by Halpin and Croft, has six possible classifications which move from the desired Open Climate at one end to the less desirable Closed Climate at the other end. Halpin and Croft recognized, as is the case in most ranking or scaling, that they were more confident about the climates described at each end of the continuum than they were about those described in between. A summary description of these extreme climate classifications is presented in this discussion to provide the reader an insight into the continuum developed in the study. Reference to the descriptive publication of the study will provide the complete continuum classifications and their exact definitions.

The summary definitions of the two extreme climates follows: The _Open Climate_ depicts a situation in which the members work well together and enjoy friendly relations. The principal facilitates the accomplishment of tasks by the teachers and does not burden them with busy work. The teachers obtain considerable job satisfaction and are proud to be associated with the school. The behavior of the principal is characterized by the genuineness and flexibility of his actions. He is not aloof and does not invoke rules and procedures that are inflexible and impersonal. He creates a climate in which the teachers produce easily and in which acts of leadership may emerge from any source. He is in full control of the situation and clearly provides leadership for his staff.

The *Closed Climate* marks a situation in which the group members obtain little satisfaction in respect to either task-achievement or social-needs. The teachers do not work well together and are burdened by much busy work from the principal's office. The principal is highly aloof and impersonal in controlling the activities of the teachers. He continually tries to push the teachers in their work, but he lacks the leadership necessary to gain their support. This climate characterizes an organization for which the best prescription is radical surgery.[1]

In their work with seventy-one schools, Halpin and Croft classified only nineteen of them as having the preferred Open Climate. Fifteen of the schools received the Closed rating.

Summarizing their study, Halpin and Croft pointed out their belief that the chief consequence of the research had been their identification of the importance of "authenticity" in organizational behavior which was characteristic of the Open Climate. The two concepts of Thrust, which measured an index of the authenticity of the principal, and Esprit, which provided an index of the authenticity of the group, were deemed of pivotal importance. They hypothesized that Thrust measured a combination of the two dimensions tapped by the Leader Behavior Description Questionnaire. Esprit in their opinion was the best individual measure of group morale which is closely related to Cartwright and Zander's criterion of group maintenance. They also advanced the possibility that the OCDQ might possibly provide a more suitable criterion for measuring school effectiveness than some of the criteria now in use. Certainly the Open Climate as defined in their study would not be an impediment to effective group behavior. It was this possibility that led to the selection of the OCDQ as the measurement instrument of group effectiveness in looking at Fiedler's concept of psychological distance in the school situation.

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[1] For a complete climate description see Halpin and Croft, *op. cit.*, pp. 60-67.

Assumed Similarity of Opposites Scale (ASo)

Fred E. Fiedler and his associates at the University of Illinois, in their studies concerned primarily with the prediction of group effectiveness, have developed an interesting and important relationship that has proved useful in studies of groups. Investigating their belief that the way in which a group member perceives others affects his relations with them, they look at the hypotheses (a) that team effectiveness would be determined by interpersonal relations between important members of the group, and (b) that they could measure relevant aspects of these interpersonal relations by means of interpersonal perception scores. In the initial stages of their investigation, primary concern was with Assumed Similarity scores, but subsequent results have shifted the emphasis to the Assumed Similarity of Opposites (ASo) scores.

The first important aim of the project was the development of a reliable and easily administered instrument for measuring certain interpersonal perceptions. They were successful in developing tests which would adequately measure Assumed Similarity, particularly Assumed Similarity of Opposites, and which could be administered in a few minutes.[1]

For the purpose of the proposed research, the instrument developed by Fiedler for use in a study of Farm Cooperatives was selected.[2] It consists of twenty-four paired opposite adjuectives listed on a six-point continuum. The ASo scores are obtained by having a subject rate his most desirable co-worker and his least desirable co-worker using this instrument. Variations in these ratings give an index of the amount of similarity that the subject sees between these opposites, his most-preferred and least-preferred co-worker. Fiedler and his associates have asserted that this score measures psychological distance; that is, the tendency to become emotionally involved with others against a more reserved and self-sufficient attitude. Summarizing this position, Fiedler has written:

> . . . the Assumed Similarity between opposites score measures an attitude toward others which may best be described as emotional or psychological distance. A person with high ASo [low psychological distance] tends to be concerned about his interpersonal relations, and he feels the need for the approval and support of his associates. In contrast, the low ASo person [high psychological distance] is relatively independent of others, less concerned with their feelings, and willing to reject a person with whom he cannot accomplish an

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[1] Fiedler, op. cit., pp. 9-22.

[2] Ibid., pp. 64-65.

> assigned task. In contrast to the high ASo person, the individual with low ASo tends to evaluate the personality of others by their ability to perform a job.[1]

Attempting to establish the relationship between similarity scores and group effectiveness, Fiedler judged the effectiveness of the leader in terms of his group's productivity. According to this criterion, no leader is effective if his group does not adequately perform its assigned tasks. Their investigations on a wide variety of groups, from basketball teams to Farm Cooperatives, have yielded surprisingly consistent results. To predict the group's productivity, they found that the leader must have two attributes, and he must have them concurrently. First, the leader must be acceptable to his followers and, second, the leader must maintain a certain amount of psychological distance from his men, and especially from his key subordinates. That is, he must be willing to reject co-workers who do not adequately perform their jobs. This requires emotional independence and detachment from others.

Fiedler strongly pointed out that Low ASo is not a leadership trait. In fact, he emphasized that his research indicates that the leader's ASo score predicts team performance only in interaction with other variables: the group sociometric structure, the leader-keyman relationship, and the demands of the task. He pointed out that ASo is influenced by the group situation, but he emphasized that there is little reason to doubt that ASo can serve as a useful predictive device for potential leaders who are otherwise qualified for their job.

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[1] *Ibid.*, p. 22.

As emphasized previously, most of Fiedler's research has been connected with task-oriented groups that provided easily accessible production or success records which he used as the criterion for group effectiveness. No such ready-made criteria are available in the setting of the public schools. Therefore, in applying Fiedler's concept of psychological distance to the school situation, the criteria of effectiveness used will be individual dimension of Esprit established in the OCDQ and the global climate rating as established by the same instrument.

Purpose of the Study

In reviewing the two research studies, it was apparent to the investigator that there is some commonality between the two studies. Both of them were directly concerned with effective leadership and effective organizational performance. It was felt that some benefit would ensue from an effort to investigate and clarify this common ground. It was the purpose of this research proposal to undertake such an endeavor.

The proposed research idea was first stimulated by the desire of the researcher to apply Fiedler's concept of "psychological distance" to the school situation. The researcher has been interested for quite some time in the interaction that exists in school settings between principals and their teaching staffs. Since the immediate occupational goal of the researcher is a secondary school principalship, any knowledge gained from the study in regard to this interaction will be utilized in the future.

The search for suitable criteria to measure effectiveness of principals, which is necessary in applying Fiedler's concept of psychological distance, led to the study of the OCDQ as a possible instrument for this purpose. Halpin and Croft's suggestion, that the climate-profiles derived from this instrument may indeed constitute a better criterion of a school's effectiveness than many measures that have already entered the field of educational administration, led to the inclusion of the OCDQ in the study.

Statement of the Problem

This study has focused upon the leadership position of the school principal in American public education. The investigation was undertaken in an effort to gain insight into the interaction of the principal and his professional staff in the public school situation. Specifically, the concept of psychological distance as defined by Fred Fiedler and its relationship to selected dimensions of the organizational climate of schools established by Andrew W. Halpin and Don B. Croft was studied. Selected situational variables associated with the position of school principals were also considered in studying this relationship.

Assumptions

The following assumptions were made as foundations of the study:

1. There is a need for research and investigation of problems related to the public school; especially problems related to the position of school principal.

2. Research and investigation will aid in the understanding of the role of the public school principal.

3. It is possible to isolate for study a public school-staff-system, which is set within and interacting with a supra-system of the surrounding world.

4. It is possible to obtain from principals and staff members, through the use of questionnaires, accurate perceptions of reality.

5. The respondents will be careful and conscientious in replying to the questionnaires.

6. Two years is an adequate period of time for a principal to influence the organizational climate of his school.

Hypotheses and Rationale

In pursuit of the objectives of the investigation the following hypotheses were investigated and statistically tested. The rationale upon which the hypotheses were based has been included to indicate the direction of the investigator's thinking as he developed the research idea.

1. It is hypothesized that the schools which tend toward an Open Climate will have principals who maintain high psychological distance.

If the assumption is accepted that the preferred Open Climate is a suitable criterion for measuring school effectiveness, the acceptance of this hypothesis would be favorable toward the applicability of Fiedler's concept of psychological distance in the non-task oriented school situation.

2. It is hypothesized that there will be a positive relationship between Esprit (OCDQ) and Fiedler's concept of psychological distance.

Accepting the belief of Halpin and Croft that Esprit is the best single measure of group morale and group maintenance tendencies, the acceptance of this hypothesis would also be a favorable indication of the adaptability of Fiedler's research conclusions to the public school setting.

3. It is hypothesized that there will be a positive relationship between Thrust (OCDQ) and Fiedler's concept of psychological distance.

If Thrust is a measure of the authenticity of the behavior of the principal and is an indication of the absence of need-dominate behavior, there should be a close relationship between Thrust and psychological distance as defined by Fiedler. Both of these concepts seem to deal with the leader's security of position, his personal requirement for need-dominate behavior, and his ability to deal objectively and impersonally with his associates. Acceptance of this hypothesis would also seem to be a favorable indication of the applicability of the work of Fiedler and his associates in the public schools.

4. In schools with the preferred Open Tendencies, it is hypothesized that there will be a negative relationship between the concept of psychological distance and the dimension of Aloofness (OCDQ).

Aloofness seems to be a measure of the social or physical distance which may be utilized by individual principals to enable them to maintain the optimum relationships with their staffs. Principals who are high on psychological distance and are able to remain impersonal in their interactions with staff members, should not need to emphasize the social distance in order to maintain an effective relationship. On the other hand, the principal with low psychological distance, who is unable to maintain impersonality in interaction and who has a tendency to become emotionally involved, will need to emphasize the social distance in his staff relations to protect himself from emotional involvement. The acceptance of this hypothesis would reinforce the belief of Fiedler that psychological distance is not a 'trait' of leadership, but rather a situational aspect of leader behavior within the framework of the organization.

5. It is hypothesized that the distribution of scores on Consideration (OCDQ) will be bimodal with loadings of high Consideration scores occurring at each end of the psychological distance ratings.

If the concern evidenced by Halpin and Croft that two types of Consideration behavior have been combined within a single measure is well-founded, the possibility of obtaining loadings of high scores on the dimension of Consideration at both ends of the psychological distance rating seems probable. The principal with high psychological distance should be able to emit Consideration behavior due to the strength of his position, whereas, the principal low on psychological distance would also be highly Considerate, but due to his psychological weaknesses.

6. It is hypothesized that selected situational variables associated with the positions of school principals will be significantly related to the global concept of Openness of organizational climate, the individual dimensions of the OCDQ, and the ASo concept of psychological distance.

The present research effort provided a relatively easy opportunity to consider some of the situational variables related to the school principalship. Therefore, provisions were made to determine the relationship between the measurement concepts received from the OCDQ, the ASo Scales, and the situational variables: (a) age of the school principal, (b) total years experience of the principal in education, (c) total years as principal of his present school, and (d) the size of the professional staff reporting directly to the principal. Some significant relationship might be identified through this process which would be worthy of further study and consideration.

Limitations of the Study

The following limitations of the study were recognized:

1. The study was limited to one southern school system.

2. The study was further limited to forty-eight of the sixty schools within that system which qualified for the study and voluntarily participated.

3. In some of the participating schools 100 per cent of the professional staff did not take part in the study.

4. The schools involved in the study were operated on a racially segregated basis.

Procedure

General design

The statistical relationships among the data of the study were investigated and the conclusions and recommendations of the study were based on the analysis of these relationships. The investigation was conducted in a flexible manner, and relationships other than the ones hypothesized were investigated at the discretion of the researcher and his major adviser.

Population and sample

The study was limited to the Muscogee County School District of Georgia. This district, in the school year 1964-65, encompassed sixty schools with fifty thousand (50,000) pupils and seventeen hundred (1,700) professional staff members. The investigation was limited to the fifty-five schools in which the present principals had been in that position for at least two years. All fifty-five of these qualifying schools were invited to participate; but a favorable, voluntary response was received from only forty-eight of them. Participation by individual staff members within participating schools was also voluntary, and one hundred per cent participation was not received in all schools. Specific reference to the degree of participation is given in Chapter III of this dissertation.

Data and instrumentation

The Organizational Climate Description Questionnaire and the Assumed Similarity of Opposites Scales, which were described earlier in this report and which are included as Appendix B and Appendix C, respectively, were employed in this study. The investigator, in an effort to secure as valid and reliable responses as possible to these instruments, went through the following procedures in gathering the data for the study.

After discussing the research idea with the superintendent of schools, a letter was sent to the principals of all qualifying schools soliciting their cooperation in the study (Appendix D). The investigator followed up this letter by personally contacting all principals who failed to respond. A group meeting of interested principals was arranged through a letter from the superintendent of schools (Appendix E). At this meeting the researcher conducted a controlled discussion of his research proposal and answered questions of the principals present.

Forty-six principals were in attendance at this meeting, and following the discussion forty-three of them elected to participate in the study. Five principals had previously notified the investigator of prior commitments but had indicated their desire to participate in the study.

At this meeting the principals were administered the instruments in this order:

1. Most Preferred ASo Scale.
2. OCDQ
3. Least Preferred ASo Scale.

The Most Preferred Scale was separated from the Least Preferred Scale by the OCDQ so as not to allow a comparison of responses on these two scales. The principals present were instructed not to discuss the instruments with the five absent principals. These principals not in attendance were visited the next day at their respective schools and the instruments were administered to them individually.

A time schedule for the visitation of individual schools for the administration of the OCDQ to the school staffs was developed by the researcher. He visited each school personally and handled all of the administration of the instruments. At a faculty meeting, the staff members who desired to cooperate, completed the OCDQ. The visitation of individual schools was begun on March 15, 1965, and was completed on May 12, 1965.

The principals' responses to the ASo scales were made directly on the instruments and the calculations of the ASo scores were done manually by the investigator with the aid of a calculator. The responses to the OCDQ were recorded by marking an IBM answer sheet. An IBM 1230 Optical Scanner read these answer sheets and punched IBM cards. These cards were scored by an IBM 7040 Computer utilizing the scoring program developed by Halpin and Croft in their earlier research.[1]

The specific situational variables applicable to the individual principals in the study were secured from the office of the assistant superintendent in charge of personnel. The investigator personally recorded this information from the school district files.

Analysis

The data collected in the study were subjected to statistical analysis in investigating the hypotheses of the study. The OCDQ program developed by Halpin and Croft provided the following data:

1. Individual subject scores on the eight dimensions.
2. Individual subject climate similarity scores for the six possible climates.
3. School consensus scores on the eight dimensions.
4. School climate similarity scores from the six possible climates.

The dimension scores reported by the program are standardized with a mean of fifty and a standard deviation of ten. The psychological distance measures obtained from the ASo scales were standardized in the same manner. The situational variables of principal's age, years of experience, years at that school, and the actual size of the professional staff were not standardized. An intercorrelation matrix of these variables, discriminant analysis procedures through t-tests and F-tests, regression equations, cross-break procedures, and Chi-square techniques were used in analyzing the data in regard to the hypotheses of the study. The total sample was subdivided for closer analysis of contributing subgroups in these procedures. All statistical analyses of the data were conducted through the facilities of the Auburn University Computer Center.

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[1] Don B. Crofts, Organizational Climate Description Questionnaire Scoring Program (Salt Lake City, Utah: University of Utah, 1963). Mimeographed.

Financial support

The research was supported by funds supplied through a Small Contract Grant from the Research Division of the United States Office of Education. The approved proposal submitted for this support has been included as Appendix A.

II. REVIEW OF RELATED LITERATURE

Literature Related to the Development of Leadership Theory

During recent years, the national concern with leadership on the part of researchers and practitioners alike has been no less than phenomenal. Yet, it is not unusual to discover that there is still significant confusion and disagreement with respect to the concept of leadership. It seems that leadership is a loosely defined term, dependent upon the definer and the situation in which the definition is developed. Early researchers shared with the average man a fundamental bias in regard to leadership. They were influenced by the tendency to see persons as origins of actions and thus believed that leadership behavior originated from the personal qualities of the leader. Biased in this manner, the early research efforts gave too little attention to the contributions of the group structure and situations to such behavior. Approaching the study of leadership from this point of view, the empirical studies compared leaders with non-leaders, focusing on personality traits in the hope of uncovering the bases of leadership. After a considerable review of the research conducted with this charismatic approach, Gibb concluded that attempts to find a consistent pattern of traits that characterized leaders had failed. He pointed out that the attributes of leadership are any or all of those personality characteristics that, in any particular situation, make it possible for an individual either to contribute to the achievement of a group goal or to be perceived as doing so by other members of the group.[1]

Gordon L. Lippitt reported similar dissatisfaction with the traits approach to leadership when he reviewed 106 such studies and found only five per cent of the determined traits that appeared in four or more studies.[2] Perhaps the chief result drawn from this approach to research in leadership is the conclusion that the study of personal characteristics alone is only one aspect of the study of leadership. Such traits do not act in isolation.

Kurt Lewin and others, with their significant studies of behavior in experimentally created social climates, provided much impetus for the styles-of-leadership approach which has received a great deal of attention during the last twenty years.[3] These studies identified the three styles of leadership as autocratic, laissez-faire, and democratic. The location of the leadership or decision-making function represents the basic difference in these three styles. In the autocratic group it is controlled by the leader; it rests with the individual in the laissez-faire group; and it is a group function in a democratic situation. This approach to the study of leadership received much attention under the auspices of the National Training Laboratories, a program sponsored by the National Education Association under the direction of Leland P. Bradford and Gordon L. Lippitt.[1] Tannenbaum, in a modification of this approach, has developed a leadership continuum which extends from "Boss-Centered Leadership" to "Subordinate-Centered Leadership."[2] Doing extensive writing in this area at Auburn University, Smith has defined a democratic leader as "one whose ultimate goal in leading is group centered."[3]

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[1] C. L. Gibb, "Leadership," Handbook of Social Psychology, II, ed. G. Lindsey (Reading, Massachusetts: Addison-Wesley Publishing Company, 1954), pp. 877-920.

[2] Gordon L. Lippitt, "What Do We Know About Leadership?" National Education Association Journal, XLIV (December, 1955), p. 556.

[3] Kurt Lewin, Ronald Lippitt, R. K. White, "Patterns of Aggressive Behavior in Experimentally Created Social Climates," Journal of Social Psychology, X (May, 1939), pp. 271-289.

Although research conducted using this approach has made some significant contributions to the understanding of group and leader behavior, Lippitt has concluded that "it is incorrect to stereotype a leader as being one type or another. Leaders tend to vary their behavior according to the situation."[4] This approach has been hampered by the value loaded term "democratic"; a term which has been so vaguely defined that it has lost its meaning.

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[1] Leland P. Bradford and Gordon L. Lippitt, "Building a Democratic Work Group," Personnel, XXII (November, 1945), pp. 142-152.

[2] Robert Tannenbaum and Warren H. Schmidt, "How to Choose a Leadership Pattern," Harvard Business Review, XXXVI (March-April, 1958), pp. 95-101.

[3] William S. Smith, "Philosophy of Education is Studied," This is Auburn, IX (March-April, 1964), p. 7.

[4] Gordon Lippitt, op. cit.

Recent theoretical and empirical studies of leadership in such diverse fields as public administration, industrial relations, group dynamics, and educational administration have consistently emphasized at least two significant dimensions of leadership that appear to be of equal importance. Barnard, in his excellent analysis of the functions of the executive, has termed these two dimensions organizational "effectiveness" and organizational "efficiency." He has defined these terms as follows: "Effectiveness relates to the accomplishment of the cooperative purpose, which is social and non-personal in character. Efficiency relates to the satisfaction of individual motives, and is personal in character."[1] Barnard further felt that the survival of the group depended upon two interrelated and interdependent processes: "Those which relate to the system of cooperation as a whole in relation to the environment; and those which relate to the creation or distribution of satisfaction among individuals."[2]

Cartwright and Zander, expressing dissatisfaction with the trait approach, were concerned in their research with a view of leadership which stresses the characteristics of the group and the situation in which it exists. In their research, leadership was viewed as the performance of those acts which help the groups achieve their preferred outcomes. Generalizing on the basis of their extensive research, Cartwright and Zander have concluded in a position similar to Barnard; "It appears that most, or perhaps all, group objectives can be subsumed under one of two headings: (a) the achievement of some specific group goal, or (b) the maintenance or strengthening of the group itself."[1]

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[1] Chester I. Barnard, The Function of the Executive (Cambridge: Harvard University Press, 1938), pp. 60-61.

[2] Ibid., p. 61.

Getzels and Guba, in their useful theory of administration as a social process, have provided an excellent explication of two basically different leadership styles: the "nomothetic" style, which stresses the roles and role-expectations within the institution, and the "idiographic" style, which emphasizes the personal needs and dispositions within the individual.[2] Guba further defines the unique task of the administrator as that "of mediating between these two sets of behavior-eliciting forces, that is, the nomothetic and the idiographic, so as to produce behavior which is at once organizationally useful as well as individually satisfying."[3] Here again the influence of goal achievement and group maintenance functions of leadership are apparent.

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[1] Dorwin Cartwright and Alvin Zander, eds., Group Dynamics: Research and Theory (Evanston, Illinois: Row Peterson and Company 1953), p. 541.

[2] J. W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," The School Review, LXV (Winter, 1957), pp. 436-437.

[3] Egon G. Guba, "Research in Internal Administration - What Do We Know?" eds., Roald F. Campbell and James M. Lipham, Administrative Theory as a Guide to Action (Chicago: Midwest Administration Center, University of Chicago, 1960), p. 121.

Argyris reached similar conclusions while investigating the behavior of individuals in formal organizations. He maintains that there is a basic conflict between the individual human personality and its objectives on the one hand, and the formal organization on the other. Within the formal organization, therefore, an informal organization develops which "helps decrease the basic causes of conflict, frustration and failure."[1] Argyris stressed that these two organizations, the formal and the informal, must be considered together as a total social system - the total organization.

Gibb apparently summed up the present status of leadership theory when he defined leadership as:

> . . . an interactional phenomenon and interaction theory seems best fitted to provide a framework for studies of leadership. . . . In general, it may be said that leadership is a function of personality and the social situation, and of these two in interaction.[2]

Gibb further stressed that any adequate theory must take into consideration the importance of the perception of the situation and the people included in the interaction by all those involved in the group situation. He strongly emphasized that the perception of reality among individuals varies and that this perception is what will determine the individual behavior of people.[3]

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[1] Chris Argyris, Personality and Organizations (New York: Harper and Brothers, 1957), p. 230.

[2] Gibb, op. cit., p. 917.

[3] Ibid., p. 914.

Literature Related to the Organizational Climate Description Questionnaire

The research by Halpin and Croft from which the OCDQ was developed was closely related to and decidedly influenced by the research at Ohio State University which had resulted in the development of the Leadership Behavior Description Questionnaire (LBDQ). Halpin had participated in the earlier research and the OCDQ research program has been viewed as a continuation of the situational approach to the study of leadership utilized at Ohio State University. From the work of the Personnel Research Board, the dimensions of "initiating of structure" and "consideration" had emerged as significant concepts for describing leader behavior. In some of his research writings Halpin defined these two dimensions as follows:

> 1. Initiating Structure refers to the leader's behavior in delineating the relationship between himself and members of his work group, and in endeavouring to establish well-defined patterns of organization, channels of communication, and methods of procedure.
>
> 2. Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff.[1]

The researchers recognized that there was nothing especially novel about these two dimensions, which accounted for approximately eighty-four per cent of the common variance of the observed leader behavior, when they pointed out the close parallel between them and the two objectives of every group described by Cartwright and Zander as group achievement and group maintenance.[1] They did, however, establish the value of the empirical approach which permits one to measure the leader behavior of an individual as this behavior is perceived by the members of the immediate work-group. This empirical approach allows one to determine by objective and reliable means how specific leaders vary in leadership behavior. Another strength of this approach is that the observation of behavior occurs in the actual group situation and not in some hypothetical, experimental setting.

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[1] Andrew W. Halpin, The Leadership Behavior of School Superintendents (Columbus: University Press, Ohio State University, 1956), p. 4.

Application of this empirical approach to the study of leader behavior was rapid and widespread. Halpin, in a study of bomber crews during the Korean Conflict, conducted some of the first research which utilized the then recently developed LBDQ. Using the criterion of group effectiveness as the ability of the crews to hit the targets, Halpin reported that the more effective bomber crews had crew chiefs who were perceived as being high on both Initiating Structure and Consideration, whereas, the ineffective groups perceived their leaders as being low on both dimensions.[2]

Working with department heads in a liberal arts college, Hemphill conducted similar research with the LBDQ. Using primarily subjective evaluations of campus reputation as the criterion of effectiveness, Hemphill's results were along the same line as those reported by Halpin. Departments having the best campus reputation for being well-administered were those whose chairmen were perceived by department staff members as being above the mean on both dimensions of leader behavior.[1]

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[1] Cartwright and Zander, op. cit., p. 541.

[2] Andrew W. Halpin, The Leader Behavior and Effectiveness of Aircraft Commanders (Columbus: University Press, Ohio State University, 1956), pp. 52-64.

Another study by Halpin viewed the superintendent as the "man in the middle." Using forty superintendents in Ohio school districts, Halpin gathered the LBDQ data from members of the boards of education and the professional staff that served the superintendents. The respondents were asked to describe the "real" behavior of their superintendents and also to indicate how they perceived the "ideal" superintendent would behave. The congruence of these two ratings was taken as a degree of the perceived effectiveness of the superintendent by the groups. Differences in expectations of preferred behavior were indicated when the results revealed that boards felt that the ideal superintendent should be more directive and should emphasize Initiating Structure more than Consideration. On the other hand, the staffs seemed more concerned with Considerate behavior from the ideal superintendent; but both groups felt that it was necessary for him to be high on both dimensions to be effective.[2]

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[1] John K. Hemphill, "Patterns of Leadership Behavior Associated with the Administrative Reputation of the Departments of a College," Journal of Educational Psychology, XLVI (November, 1955), pp. 385-401.

[2] Halpin, The Leadership Behavior of School Superintendents, op. cit., pp. 54-56.

In a study which perhaps has greater implications for the present study, Evenson focused upon the leadership position of the school principal. Utilizing the procedures set forth by Halpin in the study of school superintendents, Evenson secured the perceptions of the leader behavior of forty principals from both their superintendents and their teaching staffs. He reported some differences in the perception of the same behavior between these two reference groups, but he emphasized that the groups tended to agree among themselves, with the more effective principals being rated high on Initiating Structure and Consideration.[1]

A study conducted at Washington University has investigated the relationship between the leader behavior of the teacher and pupil respect for and liking of the teacher. The study by Lutz and Smith included twelve teachers and 554 pupils at the junior high and senior high level. Respect was found to be significantly related to both dimensions of leader behavior, but liking was not so related. In fact, the relationship that did exist between liking and Initiating Structure was negative. The researchers did find a significant interaction between respect and liking in relation to the Structure dimension, which emphasized the problem of determining the desired amount of Structure necessary to be perceived as effective and accepted at the same time.[1]

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[1] Warren L. Evenson, "The Leadership Behavior of High School Principals" (unpublished Ph. D. Dissertation, Department of Education, University of Chicago, 1958). As reported by the author in the National Association of Secondary-School Principals Bulletin, XLIII (September, 1959), pp. 96-101.

In a doctoral study, Peoples has attempted to determine the relationship of perceptions of the principal's behavior to the extent to which teachers communicate their problems upward from teacher to principal through formal routes. For a successful system of upward communication, Peoples reported that a combination of high Consideration and high Initiating Structure must be sought by the principal. Consideration was revealed to be the key determinant of formal communication from the teachers to the principal. Low Consideration in any combination with Initiating Structure was indicative of a poor communication system. Race, sex, and age of principals also seemed to be significantly related to the desired communication.[2]

Fleishman and Harris employed the LBDQ in some research in an industrial setting when they investigated the relationship between foreman behavior, labor grievances, and employee turnover. Both of these indices are viewed by industry as partial criteria of group effectiveness. The study indicated that in general, low Consideration and high Structure tended to go with high grievances and turnover. As in the study reported by Peoples, Consideration was the dominant factor. Regardless of the amount of Structure maintained in their work group, both grievance and turnover were highest in groups having foremen low on Consideration. The importance of Consideration was doubly emphasized by the finding that high Consideration foremen could increase Structure with very little increase in grievance and no increase in turnover.[1]

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[1] Louis M. Smith and Frank W. Lutz, "Teacher Leader Behavior and Pupil Respect and Liking," Journal of Educational Research, LVII (April, 1964), pp. 434-436.

[2] John A. Peoples, "The Relationship of Teacher Communication to Principal Behavior," Journal of Experimental Education, XXXII (Summer, 1964), pp. 407-410.

Another study by Lawshe and Nagle has been concerned with the relationship between workers and their immediate supervisors, a relationship paralleled by the teacher-principal interaction in the school situation. This experiment involved 223 employees who completed a questionnaire about their immediate supervisors. Ratings by six executives were used to establish the effectiveness of various work groups in terms of getting the job done. The correlations between employees' perceptions of supervisors and the work group ratings was .86, which substantiated the hypothesis that the supervisor's behavior is highly related to output of his work group; a finding which is related to the assumption by Halpin that organizational climates are induced, at least in important part, by administrative behavior.[2]

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[1] Edwin A. Fleishman and Edwin F. Harris, "Patterns of Leadership Behavior Related to Employee Grievances and Turnover," Personnel Psychology, XV (Spring, 1962), pp. 43-56.

[2] C. H. Lawshe and Bryant P. Nagle, "Productivity and Attitude Toward Supervisors," The Journal of Applied Psychology, XXXVII (June, 1953), pp. 159-172.

Two questionnaire studies that preceded the OCDQ research, and that have been reported in the literature, may have been instrumental in the formation of this assumption by Halpin. One of these, a study conducted by the Research Division of the National Education Association of 1945, looked specifically at the relationship between the professional leadership of school administrators and the morale of their teaching staffs. On the basis of nearly 5,000 returned questionnaires, the study concluded that high-morale groups tended to emphasize the importance of good professional leadership, whereas low-morale teacher groups reported such hindrances to effective teaching as incompetent administrators and interfering supervisors.[1]

A more recent study by Francis Chase was concerned with this same relationship. Chase, in reporting the results of a nation-wide survey involving 2200 teachers in forty-three states, stated that his most significant finding was the close correspondence between teachers' ratings of their administrators and teachers' satisfaction with the school situations in which they were working. In the teachers' own opinions of the contributing factors to their satisfaction, eighty-eight per cent indicated the dynamic and stimulating leadership by their building principal as being the greatest factor.[2]

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[1] The Teacher Looks at Personnel Administration, Research Bulletin of the National Education Association, XXIII (Washington: Research Division of the National Education Association, 1945).

[2] Francis S. Chase, "Professional Leadership and Teacher Morale," Administrator's Notebook (March, 1953).

This emphasis upon the leadership position of the school principal was pursued extensively by Gross and Herriott in a research program recently completed at Harvard University. These two investigators identified the concept of Executive Professional Leadership (EPL) as:

> the efforts of an executive [the principal] of a professionally staffed organization [the school] to conform to a definition of his role that stresses his obligation to improve the quality of staff performance.[1]

Using instruments developed specifically for their investigation, Gross and Herriott disclosed a positive relationship between EPL and the teachers' morale, their professional performance, and the pupils' learning. They interpreted their findings as providing: "empirical support for a leadership conception of the principal's role, and they undermine a major argument for abandoning it."[2]

In an approach similar to the one taken by Halpin and Croft in the organizational climate studies, Stogdill and some of his associates at Ohio State University have used the LBDQ as a starting point for some further empirical research in leadership. Working from theoretical considerations and a survey of the literature, items were developed for nine hypothetical subscales in addition to Consideration and Initiating Structure. Production Emphasis, a dimension descriptive of principal behavior on the OCDQ, was also

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[1] Neal Gross and Robert E. Herriott, Staff Leadership in Public Schools: A Sociological Inquiry (New York: John Wiley and Sons, 1965), p. 22.

[2] *Ibid.*, p. 151.

the title given to one of the scales developed in this effort. A study of fifty-five presidents of corporations was undertaken in validating the newly developed instrument. The researchers have reported favorable results in Personnel Psychology, indicating that the leader behavior of corporation presidents can be described in terms of clearly differentiated factors. This significant research is part of a larger project that will eventually employ samples from various segments and strata of our national life.[1]

A study conducted by Berkowitz and Bennis has analyzed patterns of communication and personal interaction in outpatient departments of hospitals. This research concentrated specifically on the nature of interaction within and across hierarchical levels. Since schools, like hospitals, are hierarchical organizations oriented to service, their findings have implications for understanding communication patterns in school organizations. An analysis of the data obtained by a questionnaire revealed that nurses tended to initiate contacts with subordinates more than with superiors. The content of the interaction was distinctly different for all levels of the hierarchy. Discussion of organizational matters was greatest with superiors; while personal matters were the subjects most exchanged with peers. Although the nurses interacted more with their peers or subordinates, the greatest importance and satisfaction were attached to the limited contacts with their superordinates.[1]

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[1] Ralph M. Stogdill, Omar S. Coode, David R. Day, "The Leader Behavior of Corporation Presidents," Personnel Psychology (Summer, 1963), pp. 127-132.

Gerald Moeller, a supervisor in the St. Louis, Missouri schools, has recently researched an attitude related to the school as a bureaucratic organization. Mr. Moeller investigated his hypothesis that "bureaucracy in a school organization induces in teachers a sense of powerlessness to affect school system policy."[2] School systems were ranked according to degrees of bureaucracy of organization, and sense of power of teachers was established through a questionnaire procedure. The results obtained were contrary to the major hypothesis of the study. They led Mr. Moeller to surmise that bureaucratic organization gave teachers a greater sense of power to affect change within their system than did organization along what some have called more "democratic" lines. Two specific findings of the study with special implications for the current study were (1) social background of teachers has some influence on their sense of power, and (2) teacher turnover was less evident in highly-bureaucratic systems and stability of employment was accompanied by a higher sense of power.[3]

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[1] Norman H. Berkowitz and Warren G. Bennis, "Interaction Patterns in Formal Service-Oriented Organizations," Administrative Science Quarterly, VI (June, 1961), pp. 25-50.

[2] Gerald Moeller, "Bureaucracy and Teachers' Sense of Power," The School Review, LXXII (Summer, 1964), p. 139.

[3] Ibid., p. 150.

Due to the relative newness of the instruments, the literature as yet contains little reference to research studies that have utilized the OCDQ. One such study, a doctoral study completed by Feldvebel at the University of Chicago, has been reported in the Administrator's Notebook. Feldvebel was concerned with the relationship between the organizational climate of the school, the socio-economic status of the school community, and the output of the school as measured by standard achievement tests. The study, conducted in thirty selected schools in Illinois, revealed no significant relationship between the global concept of organizational climate and the two criterion variables of socio-economic status and pupil achievement. But, when the researcher investigated the relationship between the eight individual dimensions of the OCDQ and these variables, three of these dimensions (Production Emphasis, Consideration, and Hindrance) were found to be significantly related to the variables. It was stressed by Feldvebel that these three dimensions which were found to be significantly related were all connected with the behavior of the school principal; in his words a finding which, "tends to reinforce a belief in the significance of the leadership role in organizational goal attainments."[1]

Robert J. Brown attempted to replicate the original works of Halpin and Croft in the development of the OCDQ. Employing a sample of eighty-one Minnesota elementary schools with a combined staff population of 1772 members, Brown systematically followed the procedures reported previously by Halpin and Croft. The results obtained by Brown closely paralleled the earlier findings. He concluded that the OCDQ is a well constructed instrument which can and should be utilized in educational research. He offered the caution, however, that while it is possible to identify climate groups with the OCDQ, more research is needed before one can justify the definition of discreet climate categories. A conclusion reported by Brown, which has been substantiated in the present study, was that principals tend to view their schools in a more favorable light than do teachers.[1]

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[1] Alexander M. Feldvebel, "The Relationship Between Socio-Economic Status of the School's Patrons, Organizational Climate of the School, and Pupil Achievement Level" (unpublished Ph. D. Dissertation, Department of Education, University of Chicago, 1964) as reported by the author in Administrator's Notebook, XII (April, 1964).

Morris, working in the public schools of Alberta, Canada, has employed the OCDQ in a descriptive study which classified 146 schools on the basis of their organizational climates. His study is unique in that it used the OCDQ on a Canadian school sample and in that the OCDQ was used to classify both elementary and secondary schools in the same study. With reference to this second point, Morris reported no attempt to adjust the OCDQ to the secondary school situation. The study was apparently conducted under the assumption that conditions were basically the same in a secondary school as in an elementary, therefore, no adaptation of the OCDQ was necessary. The findings of the Morris study and of the current study have led to questioning of this assumption. In both cases, the secondary schools were found to be characterized by greater Closed tendencies than the elementary schools included in the studies.[1]

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[1] Robert J. Brown, "Identifying and Classifying Organizational Climates in Twin City Area Elementary Schools (unpublished Ph. D. Dissertation, Department of Education, University of Minnesota, 1964), pp. 115-116.

In a doctoral study completed at the Pennsylvania State University, in 1964, Robert W. Heller has reported some findings which provided support for the belief of Halpin that the Open Climate is the preferred organizational climate. Heller investigated the importance of the informal organization in relationship to perceptions of the organizational climate of schools as identified by the OCDQ. He rejected the two major hypotheses of his study when results indicated no significant variance in perceptions of either the existing or the desired organizational climate within the total staff as contrasted with variance in perceptions within sociometrically identified informal groups. The reported findings, with implications for the present study, was that forty-eight of the fifty possible groups involved in the study described the desired climate to be the Open Climate as defined by the OCDQ. This included ten of ten total school staffs and thirty-eight of forty informal groups within these staffs.[2]

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[1] Derek V. Morris, "Organizational Climate of Alberta Schools," Canadian School Administrator's Bulletin, III (June, 1964), pp. 3-7.

[2] Robert W. Heller, "Informal Organization and Perceptions of the Organizational Climate of Schools," (unpublished Ed. D. Dissertation, School of Education, The Pennsylvania State University, 1964), pp. 115-116.

In basically a statistical research effort, Phyllis Coker has correlated measures of administrative behavior established by the Tennessee Rating Guide with indices of the organizational climate of schools determined by the OCDQ. Coker employed Form III, one of the earlier revisions of the OCDQ, in her research. Her findings indicated that both of these instruments were assessing comparable circumstances and behaviors which comprised the organizational climate of a school. In a supplementary finding, she noted that "staff morale," as identified by the OCDQ, differed significantly from ratings of staff morale, as established by the pooled opinions of four supervisors who served as a jury for ranking the selected schools in terms of this criterion.[1]

Harry E. Randles, in a recently completed study at Ohio State University, examined the influence of the organizational climate on the attitudes of beginning elementary teachers. Using the Minnesota Teacher Attitude Inventory, the Adorno F Scale, and the Thurstone Temperament Schedule, Randles established measures of teachers' attitudes through pre-test and post-test sessions with a year of school experience separating these sessions. The OCDQ was employed to classify schools as having either Open or Closed organizational climates. Randles was able to report little significant difference in changes of teachers' attitudes from the year's experience in Open schools when contrasted to the changes that occurred in teachers' attitudes in the Closed school situations. However, he did indicate that the post-testing with the attitude scales inferred that Closed schools tended to become more Closed and Open schools became more Open. This finding supported a previous hypothesis advanced by Halpin and Croft in their discussions of the OCDQ.[1]

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[1] Phyllis Underwood Coker, "Correlates and Administrative Behavior and Organizational Climate" (unpublished Ed. D. Dissertation, School of Education, University of Tennessee, 1962), pp. 84-86.

A study conducted by Arthur L. Bruning at the University of Illinois utilized the OCDQ to investigate the relationship between organizational demands, individual needs, personal satisfaction, and organizational performances. Bruning developed four major hypotheses which were based primarily on current role theory of human behavior in organizations. None of the four major hypotheses were supported by the data. Bruning indicated a belief that his findings implied that either the selected instruments of the study - the OCDQ, the Assumed Similarity of Opposites Scales, the Index of Adjustment and Values, and the Communication Questionnaire - did not measure what they were purported to measure; or that the theory upon which the study was developed was invalid. The OCDQ was specifically questioned when Bruning reported his opinion "that it did not appear to make adequate distinctions between those types of behavior in the organization which were attempts to accomplish organizational tasks and those which were attempts to meet immediate personal needs."[1]

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[1] Harry E. Randles, "The Effects of Organizational Climate on Beginning Elementary Teachers" (unpublished Ph. D. Dissertation, School of Education, Ohio State University, 1964), p. 97.

Anderson, responding to a research implication raised by Halpin and Croft,[2] has attempted to establish the relationship between the personality attributes of teachers and the organizational climate of schools. He employed the Edwards Personal Preference Schedule (EPPS) and the OCDQ in a recently completed study at Auburn University. Working with a total sample of 126 teachers in a Southern school system, he concluded from his research that the EPPS measured personality attributes of teachers in Open climate schools were not significantly different from those of teachers in schools with Closed organizational climates. According to Anderson, "the OCDQ appears to differentiate among schools on the basis of a general climate which is independent of the EPPS measured personality structure of the teachers."[3]

Literature Related to the Assumed Similarity of Opposites Scale

Fiedler has not been alone in his concern with the nature of the relationship between the leader and the led. Mr. Judd Harmon, in a recently published political theory textbook, made reference to the much earlier concerns of some of the world's greatest thinkers when he wrote:

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[1] Arthur L. Bruning, "An Exploration of the Perceptual Relationship Among Organizational Demands, Individual Needs, and Personal Satisfaction as it Affects Organizational Performance" (unpublished Ed. D. Dissertation, School of Education, University of Illinois, 1963), p. 103.

[2] Halpin and Croft, op. cit., p. 107.

[3] Donald D. Anderson, "A Comparison of Edwards Personal Preference Schedule Patterns of Teachers in Open and Closed Organizational Climates" (unpublished Ed. D. Dissertation, School of Education, Auburn University, 1965), pp. 81.

> The law to which Aristotle refers is that of general rules. He (Aristotle) reviews the arguments for this kind of law as opposed to Plato's arguments for monarchy, in which discretionary decisions are made by an absolute ruler, and admits there are advantages on both sides. Generality means impersonality, and while it cannot as Plato said, 'provide for circumstances,' it forestalls bias, discrimination, and favoritism.[1]

Max Weber, at a more recent point in time, included impersonality of operation through general rules as one of the criteria for his "ideal" bureaucratic organization. According to Weber, a spirit of formalistic impersonality is needed to separate organizational rights and duties from the private lives of employees. This impersonality in leader behavior can assure rationality in decision making and can assure equitable treatment for all subordinates. This impersonality in behavior, in the opinion of Weber, need not necessarily be cold or aloof, but it must merely assure uniform application of the rules and regulations and must prevent partiality based on purely personal considerations.[2]

Hemphill, in an extensive and careful study of approximately five hundred groups, has demonstrated empirically that variance in leader behavior is significantly associated with situational variance. In looking at the size of the group as a situational determinative, Hemphill has concluded that, as compared with small groups, large groups make more, and different, demands upon the leader. In general, the leader in a large group tends to be impersonal, and is inclined to enforce rules and regulations firmly and impartially. In smaller groups the leader plays a more personal role. He is more willing to make exceptions to rules and to treat each group member as an individual.[1]

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[1] M. Judd Harmon, Political Thought from Plato to the Present (New York: McGraw-Hill Book Company, 1964), p. 59.

[2] Max Weber, "Bureaucracy," Organizations: Structure and Behavior, Joseph A. Litterer, ed. (New York: John Wiley and Sons, Inc., 1963), p. 46.

Congreve has examined the social organization of the school through a study which focused upon the effects of administrative behavior upon staff relations. His study, limited to two school situations, was based on the hypothesis that the formal-informal organization concept developed in industrial concerns was not applicable to an enterprise, such as the school, which demands a high degree of social interaction. In reporting the findings of his study, Congreve indicated that staff members "tended to favor the formal, impersonal approach to administration rather than the informal, personal approach."[2] He also concluded that, "unlike industrial organizations, where a direct relationship has been found to exist between the informal organization and productivity, no such relationship seems to exist in the school."[1] However, he did reveal a belief that the informal organization will become more important in the satisfaction of the professional needs of the staff if the behavior of the principal fails to meet these needs.

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[1] John K. Hemphill, Situational Factors in Leadership (Columbus: Bureau of Educational Research, Ohio State University, 1949), pp. 86-90.

[2] Willard J. Congreve, "Administrative Behavior and Staff Relations," Administrator's Notebook, VI (October, 1957).

Bales and Slater, in working with small, decision-making groups, have identified two types of leaders that may appear in group interaction. Many groups, according to them, have a task leader and a social-emotional leader. They saw the task leader as a person who supplies ideas and guides the group toward a solution, whereas, the social-emotional leader helps to boost group morale and to release tensions when things are difficult.[2]

Thibaut and Kelley, utilizing these differentiation concepts of leader behavior, found that the personalities of the group members attracted to and capable of playing the two roles are likely to be different. Their research revealed that the social-emotional specialist must like and be liked if he is to meet the social-emotional needs of other members of the group. In contrast, the task leader must remain emotionally detached if he is to lead the group to accomplish its goals successfully. He must not become so emotionally dependent upon other members that he is unable to direct their actions and exercise authority over them. Data from these studies indicated that the task specialist differentiates his liking to a much greater degree than the social-emotional specialist. He likes some members much more than others, whereas, the social-emotional specialist tends to like other group members strongly and about equally.[1]

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[1] Ibid.

[2] R. F. Bales and P. E. Slater, "Role Differentiation in Small-decision-making Groups." Talcot Parsons and R. F. Bales, ed. Family, Socialization and Interaction Process (New York: The Free Press of Glencoe, 1955), pp. 259-306.

Edwin B. Hutchins investigated a similar distinction of leader functions when he examined the leader's role as a task-oriented person and as a quasi-therapeutic figure in small groups. Working with fifty-three anti-aircraft crews, Hutchins related two measures of the leader's interpersonal perceptions, Assumed Similarity between Opposites (ASo) and Assumed Similarity to the group (ASg) to group effectiveness and group adjustment measures. His findings confirmed earlier results which have established the significance of the relationship between ASo and group effectiveness. His study did establish significant relationships between group effectiveness and group adjustment in those military groups in which maintenance functions are relatively important. A further finding with possible implications for the present study was the reported finding that leader attitudes reflected by ASo scores appeared to be unrelated to group adjustment.[2]

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[1] J. W. Thibaut and H. H. Kelley, The Social Psychology of Groups (New York: John Wiley and Sons, Inc., 1959), pp. 278-282.

[2] Edwin Burwell Hutchins, "Task-Oriented and Quasi-Therapeutic Role Functions of the Leader in Small Military Groups" (unpublished Ph. D. Dissertation, University of Illinois, 1958), pp. 55-56.

Employing the ASo scales developed by Fiedler, Steiner has conducted some similar research into this need of people to like and be liked by others. His research at the University of Illinois, which was patterned after the well-known works of Asch in the area of conformity, illustrated the concern of individuals for the feelings of others and the desire to maintain good relations with them. Subjects in his study were paired with individuals who had prearranged answers which were intended to influence the judgment of the test subjects. The test subjects were asked to give their judgment on lengths of lines and areas of geometric figures. Utilizing the ASo scales, Steiner found that the subject with high ASo, little psychological distance, tended to be influenced to a greater degree by the judgment of his partner than were subjects with low ASo scores. Steiner interpreted his findings "as indicating that the low ASo person was more self-sufficient and less concerned about the effect which his disagreements might have on the feelings of the other person in the situation, and seemed to be more distant and businesslike than subjects with high ASo . . ."[1]

Fiedler, in some of his early research through which he developed his theoretical explanation of ASo scores, conducted a study of Naval ROTC cadets. Outstanding cadet leaders were identified and divided into two extreme groups through the use of the ASo scales. Personality characteristics of these cadets were obtained by interviews with two Naval officers who worked closely with the cadets in their training programs. These interviews revealed:

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[1] I. D. Steiner, unpublished research, University of Illinois, Fred Fiedler, op. cit., p. 20.

> Good leaders with high ASo were rated as getting along well with people and being interested in maintaining friendly relations with others, while those with low ASo tended to antagonize others and to be less interested in having good relations with people.[1]

Again, the Low ASo person was seen as being less emotionally attached, more willing to discriminate among his peers, and less concerned with a personal need for being liked by them.

In a study previously cited in the review of literature related to the OCDQ, Arthur L. Bruning used the ASo Scales to measure individual person-task orientations. The ASo Scales were one of the four instruments employed in his study of current role theory of human behavior in organizations. It was of interest to note that Bruning, in his analysis of the instruments involved in the study, had reservations about all of the instruments except the ASo Scales.[2]

Robert C. Ziller has reported the results of a study which had the stated purpose of furnishing evidence to refute Fiedler's repeated findings which have indicated that maintenance of psychological distance between leaders and group members is more effective in promoting group productivity. The sample included in the study was composed of forty-three military groups at Fort Benning, Georgia.

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[1] _Ibid._, p. 21.

[2] Bruning, _op. cit._, pp. 104-105.

The measure of team productivity was an overall rating of the military effectiveness submitted by the group's platoon leader. The obtained correlation between leaders' ASo scores and the effectiveness ratings of the groups was .22. This positive relationship was in the opposite direction from the reported negative correlations by Fiedler.[1]

Edwin A. Fleishman, a professor of Industrial Administration and Psychology at Yale University, reviewed the summary publication of the research conducted by Fiedler and his associates. In a critique of the book, Leader Attitudes and Group Effectiveness, which appeared in the periodical, Contemporary Psychology, Fleishman was especially complimentary of the research procedures followed in this significant effort. He was, however, critical of the total research program in a manner which has special implications for the current study. Quoting from this review:

> It might also have been useful if the ASo concept could have been discussed in relation to 'constructs' used by other researchers to describe leadership attitudes. For example, depending on the research program under consideration, a leader may be "employee-centered," score high in "consideration," be permissive, show "self-awareness," or be "socially sensitive." Where, for example, in this kind of matrix does Fiedler see the high ASo leader?[2]

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[1] Robert C. Ziller, "Leader Assumed Dissimilarity As A Measure of Prejudicial Style," Journal of Applied Psychology, XLVII (October, 1963), pp. 339-342.

[2] Edwin A. Fleishman, "What ASo Does to a Leader," Contemporary Psychology, IV (July, 1959), pp. 199-200.

The current research has been viewed by the investigator as an effort to fulfill the need evident in this criticism. One of the basic purposes of the present effort has been to relate Fiedler's concept of psychological distance to some currently significant research by Halpin and Croft.

III. ORGANIZATION AND ANALYSIS OF THE DATA

For presentation and analysis purposes the data of the study were organized according to the following categories:

1. Data related to the sample of the study.
2. Data related specifically to the Assumed Similarity of Opposites Scales.
3. Data related specifically to the Organizational Climate Description Questionnaire.
4. Data related to the statistical testing of the hypotheses of the study.

Data Related to the Sample of the Study

As discussed previously in this report, participation in the study by schools and by individuals within schools was on a voluntary basis. Forty-eight of the fifty-five qualifying schools chose to cooperate in the study. Table 1 presents a classification of these forty-eight participating schools by grade level and by race. The race distinction became significantly important in the subsequent analyses of the data.

These forty-eight schools involved a possible total of 1236 professional educators - 48 principals and 1188 staff members - in the study. The nature of the study required the 100 per cent participation of the principals. This was obtained. Of the 1188

TABLE 1.--Classification of participating schools by grade classification and by race

Race	Elementary Schools	Junior High Schools	Senior High Schools	Total
White Schools	25	4	2	31
Negro Schools	14	1	2	17
Total	39	5	4	48

professional staff members, 1089 or 92 per cent of them took part in the study. The participation within individual school staffs ranged from a low of 72 per cent in one school to 100 per cent participation which was obtained in twenty-one of the forty-eight schools.

The elementary schools, which included the major portion of the school sample, ranged in staff size from a small school with a seven teacher staff to a large, double-session school with forty-five teachers. The mean staff size of the thirty-nine elementary schools was 19.80. The nine upper level schools had a mean staff size of 51.80, with a range from thirty to eighty-four staff members. The breakdown of staff sizes according to race, presented in Table 2, revealed no significant difference according to this factor.

Three situational variables related to the school principals involved in the study were investigated in subsequent analysis of the data. The importance of race as a discriminant in regard to

TABLE 2.—Comparison of staff size of participating schools according to race

	White Schools				Negro Schools					
	N	Mean	S.D.	S.E.	N	Mean	S.D.	S.E.	t Score	P
Elementary	25	19.76	7.18	1.44	14	19.86	9.92	2.68	-0.0329	n.s.
Jr.-Sr. High	6	48.33	10.93	4.46	3	51.00	11.34	6.55	-0.2085	n.s.
Total Group	31	26.58	18.07	3.24	17	25.35	15.64	3.79	0.2459	n.s.

these variables was established. Table 3, contains the results of this determination. The data revealed that the Negro principals as a group were slightly older than their white counterparts. This difference was of no statistical significance; but the other two situational variables, experience as the principal of his present school and total years experience in education, were found to discriminate between the two groups. On both variables, the Negro group was significantly higher than the group of white principals. These findings were in the expected direction in view of the low rate of turnover among Negro educators in the South.

During the preliminary analysis of the data, the total sample of forty-eight schools was divided into subgroups on the basis of race, school classification, sex of the principal, and staff size to determine possible subgroups that might have contributed to the overall relationships obtained when the total sample was studied. As previously

TABLE 3.--Comparison of white and Negro principals on selected situational variables

Situational	White Schools (N=31)			Negro Schools (N=17)			t	
Variables	Mean	S.D.	S.E.	Mean	S.D.	S.E.	Score	P
Age	50.84	9.60	1.72	53.47	8.97	2.18	-0.9481	n.s.
Present School Experience	7.45	4.26	0.76	10.24	4.43	1.07	-2.1109	.05
Total Experience in Education	23.36	9.56	1.72	29.88	9.38	2.28	-2.2899	.05

indicated, early in this analysis it became apparent that the dominant subgroup classification was white schools and Negro schools. Regardless of the subgroup breakdown, whenever the white schools and Negro schools were separated within the subgroup, differences in relationships appeared. The force of these recurring differences, coupled with the difficulty of establishing statistical significance to the small subgroups which developed in further divisions, resulted in the decision to limit the subgroup analysis to groups composed of white schools versus Negro schools.

This decision provided the total sample of forty-eight schools, the group of thirty-one white schools, and the seventeen Negro schools as the basic samples of the study. In investigating the relationships of the study through the t-test and the F-test, the two comparison groups within these basic groups were established with the mean of the discriminant variable as the point of division. More critical comparisons were obtained with groups composed of schools falling at the extreme ends of the rankings on the basis of the discriminant variable. In these extreme groupings the following breakdowns were used:

1. Top fourteen versus bottom fourteen of the total sample of forty-eight schools.

2. Top ten versus bottom ten of the sample of thirty-one white schools.

3. Top six versus the bottom six of the sample of seventeen Negro schools.

The grouping procedures discussed above were used to determine the effects of psychological distance as a discriminant upon selected variables of the study. Another grouping procedure, utilizing the global concepts obtained from the OCDQ, was employed in portions of the analysis. This procedure resulted in three groups as indicated below:

1. Group I – The total sample of forty-eight schools.

2. Group II – The thirty-six schools with staff agreement in perception on the global concept of the organizational climate.

3. Group III – The twenty-one schools which received Open or Closed climate ratings.

To insure the anonymity of the schools and individuals included in the study, numbers were randomly assigned to the data gathered from individual schools. In the analysis of the data, reference to specific schools and individuals was made through these numbers.

Data Related to the Assumed Similarity of Opposites Scales

The Assumed Similarity of Opposites Scales (Appendix C) were administered to the principals of the forty-eight schools. These scales establish an ASo score which has been defined by Fiedler as a measure of the psychological distance of the subject completing the scales.[1] In the analysis of the data of the study, reference to the data obtained from the ASo Scales was made through the term "psychological distance scores of the school principals." These scores from the ASo Scales were standardized to a mean of fifty and a standard deviation of ten, the same standardization scale obtained for the OCDQ dimension from the computer scoring program. These psychological distance scores are reported for each principal by school number in Table 4.

According to the reports of the research performed by Fiedler, psychological distance scores obtained from the ASo Scales approach a normal distribution, and thus allow the use of parametric statistics.[2] The "goodness of fit" procedure,[3] a Chi-square technique, was employed to test this belief of Fiedler in regard to the principals' scores from the ASo Scales. The results obtained through this procedure are contained in Table 5. The psychological

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[1] Fiedler, op. cit., p. 22.

[2] Fiedler, op. cit., p. 16.

[3] James E. Wert, Charles O. Neidt, J. Stanley Ahmann, Statistical Methods in Educational Psychology and Research (New York: Appleton-Century-Croft, 1954), pp. 166-169.

TABLE 4.--Psychological distance scores of school principals presented by school number

School No.	Psy. Dist. Score	School No.	Psy. Dist. Score	School No.	Psy. Dist. Score
1	50.9	17	58.1	33	35.5
2	63.2	18	55.5	34	50.4
3	71.5	19	49.8	35	62.3
4	46.4	20	44.9	36	59.9
5	44.5	21	53.7	37	36.1
6	37.4	22	55.5	38	33.3
7	44.5	23	47.3	39	45.1
8	57.2	24	58.1	40	45.8
9	49.8	25	28.0	41	55.7
10	44.9	26	37.9	42	69.4
11	65.8	27	42.1	43	39.2
12	40.1	28	50.0	44	51.1
13	47.8	29	63.0	45	56.7
14	42.3	30	50.4	46	67.8
15	40.7	31	52.6	47	58.6
16	36.8	32	42.5	48	60.8

distance scores of the principals approached almost a "perfect fit" when compared to the normal curve.

The question of possible differences in the obtained data due to the racial factor, which became important in investigating the major hypotheses of the study, was inspected in regard to these psychological distance scores. A comparison of the psychological distance scores by race was made. Table 6 contains the results of this comparison which indicated that no significant difference existed between the psychological distance scores of Negro and white principals.

TABLE 5.--Chi-square technique, goodness-of-fit procedure applied to the psychological distance scores of the principals

Psy. Dist. Score Ranges	f_o	f_e	x^2	Significant x^2 (P = .05)
70-80	1	1	0.14	11.07
60-70	7	6.5		
50-60	15.5	16.5		
40-50	16.5	16.5		
30-40	7	6.5		
20-30	1	1		

Data Related to the Organizational Climate Description Questionnaire

Most of the data involved in the study were obtained from the administration of the OCDQ to the principals and staffs of the participating schools. For future analysis, the principals' responses were not included with those of the staff members. This procedure enabled the researcher to establish separately the principal's perception and the staff's perception of the organizational climate for each school. These separate perceptions were obtained for some comparison purposes in the analysis of the data secured from the OCDQ.

The basic data received from the scoring of the responses of the school staffs to the OCDQ has been presented in summary form in Table 7. This table includes the initial sample of forty-eight

TABLE 6.--Comparison of the psychological distance scores of Negro and white principals

Psy. Dist. Range	Frequency of White Principals		Frequency of Negro Principals
70-80	1		
60-70	5		2
50-60	8.5*		7
40-50	12.5		5
30-40	4		2
20-30			1
Summary Data:			
N	31		17
$\overline{X}$	50.33		49.46
S.D.	9.95		10.17
S.E.	1.79		2.47
t-Score		0.2846	
Significant t		2.0150	(P = .05)

*One score fell at the mean of 50.

school profiles grouped in respect to the six organizational climates. The six climates are arranged in the order of their appearance on the continuum developed by Halpin and Croft.

The individual school scores for the eight dimensions which are given in the table were obtained by averaging the scores of the staff members within the school. These dimension scores were standardized to a mean of fifty and a standard deviation of ten by the computer scoring program. These eight dimension scores for any single school represent the staff's perception of the

TABLE 7.—The sample of forty-eight school profiles grouped in respect to the six organizational climates on the basis of staff perceptions

School No.	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Prod. Emp.	Thrust	Consideration	Similarity Score
Open Climate (8)									
15	38	46	59	51	52	36	62	53	33
8	34	39	57	51	56	45	61	54	37
19	40	50	59	38	55	39	60	55	43
28	36	42	55	47	53	42	56	65	43
6	45	54	64	44	45	45	62	38	44
22	40	54	54	49	52	31	56	60	54
25	41	62	48	57	43	36	59	50	57
2	48	68	46	43	46	41	60	43	72
Autonomous Climate (8)									
26	36	39	57	54	54	41	55	60	38
34	42	50	61	59	54	35	54	40	42
27	41	42	57	37	60	45	56	59	49
38	40	48	53	36	61	43	56	59	52
24	44	54	49	57	58	35	38	60	58
9	48	41	38	50	67	43	49	59	60
35	35	56	54	55	57	45	36	57	61
16	63	57	52	47	61	36	36	55	71
Controlled Climate (10)									
39	36	53	47	37	64	54	52	52	40
12	49	65	48	40	48	62	45	39	44
21	48	47	44	36	57	67	48	49	47
37	34	59	56	41	51	43	60	53	50

TABLE 7.—Continued

School No.	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Prod. Emp.	Thrust	Consideration	Similarity Score
31	39	62	59	41	52	37	55	51	51
11	39	51	59	36	60	44	58	48	52
23	47	65	50	47	45	62	39	41	53
41	49	50	39	41	52	70	46	49	53
30	35	54	47	45	56	42	51	65	61
4	55	57	59	37	53	33	49	54	67
Familiar Climate (6)									
5	63	54	40	40	49	38	53	59	51
32	60	57	43	42	53	34	49	58	54
14	49	50	46	42	47	39	55	69	58
29	54	42	39	48	65	41	47	60	58
20	44	47	49	42	50	41	52	70	59
10	54	52	39	37	61	40	52	60	70
Paternal Climate (3)									
47	62	57	49	51	33	51	39	54	45
42	56	47	31	49	47	63	47	55	49
43	55	67	52	45	36	44	52	44	62
Closed Climate (13)									
48	65	54	40	49	52	55	35	46	24
46	62	63	36	51	46	51	41	46	26
40	63	55	39	44	46	62	41	46	34
17	70	53	39	46	50	48	42	49	34
7	55	58	39	45	59	59	39	41	37

TABLE 7.—Continued

School No.	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Prod. Emp.	Thrust	Consideration	Similarity Score
18	53	55	37	47	50	67	41	45	39
45	65	61	39	46	43	51	41	50	42
44	62	64	42	44	42	55	43	44	42
36	57	66	45	46	55	48	36	43	44
13	58	64	38	45	43	58	45	43	45
33	55	63	47	40	56	55	37	42	49
1	54	65	45	45	52	55	33	47	51
3	56	53	35	52	48	42	46	65	55

organizational climate of the school as measured by the OCDQ. Feldvebel, in some research with the OCDQ, referred to this profile of scores as the "global concept of the organizational climate."[1] This terminology was employed in the analysis of the data of this study. The subtest scores for the individual dimensions were designated simply as "dimensions" of the organizational climate when considered singularly in this analysis.

The climate similarity scores shown in Table 7 were obtained by comparing the school's profile with each of the six prototypic profiles defined by Halpin and Croft in their research with the OCDQ. These six prototypic profiles are presented in Table 8. The profile of each school was compared to all of the six prototypic profiles; and a climate similarity score, or a deviation score from the prototypic, was established for each profile from Open to Closed. The comparison which produced the least deviation, or the greatest climate similarity, indicated that the school's profile as perceived by the members of the professional staff most nearly approached that profile. Hence, the smaller the climate similarity score given in the table, the closer the school profile approached the prototypic profile under which it was grouped. The schools were listed in the table under each profile designation in the descending order of their climate similarity scores. Therefore, the school listed first in each climate group was perceived nearest to the prototypic profile of the ones included in that group.

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[1] Feldvebel, op. cit., Administrator's Notebook.

TABLE 8.--Prototypic profiles for six organizational climates ranked in respect to openness vs. closedness[1]

	Group's Characteristics				Leader's Characteristics			
Climates	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration
Open	43	43	63	50	42	43	61	55
Autonomous	40	41	55	62	61	39	53	50
Controlled	38	57	54	40	55	63	51	45
Familiar	60	42	50	58	44	37	52	59
Paternal	65	46	45	46	38	55	51	55
Closed	62	53	38	54	55	54	41	44

Halpin and Croft stipulated in their discussions of the OCDQ that a degree of agreement among staff members' perceptions of the climate of the school must be present before the global concept of the organizational climate could be considered valid.

> Here we are confronted by the perennial phenomenological dilemma: each person is limited to seeing the world through only his own perceptions. Yet we were prepared--and are still prepared--to take the position that when a majority of the faculty group shows consensus in its

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[1] Halpin and Croft, op. cit., p. 59.

> perception of a school's climate this consensus can be used as a dependable index of what is "out there."[1]

The scoring program provides climate similarity scores, and hence, climate designations for each individual within the school. These individual climate designations for staff members were studied to determine the amount of agreement that existed among the staff members of the school. This investigation revealed twelve schools in which there was an absence of agreement among staff members in their perceptions of their school's organizational climate. Table 9, below, presents a summary of the staff perceptions in these twelve schools.

TABLE 9.--Profile analysis of the twelve schools without staff agreement of perception on the school's organizational climate

School	Climate Designations						Open	Closed
No.	Open	Aut	Cont.	Fam.	Pat.	Closed	Tend.	Tend.
5	8	3	4	6	4	7	15	17
9	2	4	0	4	0	3	6	7
10	6	3	5	2	3	10	14	15
12	2	0	13	1	4	9	15	14
14	5	5	3	4	10	3	13	17
16	1	2	1	1	0	3	4	4
20	5	2	2	4	1	2	9	7
21	3	1	11	1	5	5	15	11
29	5	3	1	2	2	6	9	10
32	4	0	2	2	3	4	6	9
41	2	0	11	0	4	13	13	17
43	6	4	9	4	6	8	19	18

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[1] *Ibid.*, p. 19.

In the preceding table, the climate designations were arranged from Open to Closed as they appeared on the continuum. The number under each climate designation represents the number of staff members who viewed the school's climate in that manner.

For the purpose of this table on staff agreement and for future analysis, the terms Open Tendencies and Closed Tendencies were introduced. These terms have meaning in the following manner. Taking the midpoint of the continuum as the point of division, the three climates of Open, Autonomous, and Controlled are indicators of degrees of Openness. Schools perceived as having one of these three climates were deemed to have Open Tendencies. Conversely, the three climates of Closed, Paternal, and Familiar are indicative of degrees of Closedness. School perceived in one of these three climates were considerate to have Closed Tendencies. The entries under these two columns, Open Tendencies and Closed Tendencies, provided a basis for comparison of the staff perceptions for these twelve schools. The lack of agreement among staff members in these schools was evident from the table, as staff perception was almost equally divided in each school between Open and Closed Tendencies.

It was of interest to note that of the twelve schools with a lack of staff agreement, seven of these twelve schools were large, elementary schools that were conducting a double session program. This could be interpreted as an indication that the double session schools; operating with morning, afternoon, and all day shifts of teaching personnel, do not have the continuity of organization present in the regularly operated schools. The possible effects of this apparent discontinuity in organization upon the effective operation of the school has definite implications for some further research in connection with double session school programs.

Another point with some possible relevance with respect to these twelve schools was the racial factor. Ten of these twelve schools were white schools. Due to the racial breakdown in the original sample (thirty-one white schools and seventeen Negro schools) a predominance of white schools might logically have been expected in this group, but the obtained results were not compatible with this initial division according to race. Apparently, group agreement in perception was greater among Negro staffs in this study than the agreement among their white counterparts.

As discussed previously in this analysis, the principals' scores on the OCDQ were processed separately from those of their staffs. For comparison purposes, a principal's profile and a staff's profile for each school was obtained. Several observations were made in regard to the degree of congruence between the perceptions of the principals and those of their school staffs. Of the forty-eight original schools involved in the study, the principal and staff global climate perceptions were in agreement only nine times. Three of these nine cases were schools in which the lack of agreement among staff members prevented the use of the schools in analysis related to the global concept of the organizational climate. A comparison of the climate perceptions of the principals and staffs in the remaining thirty-six schools is presented on page 72.

TABLE 10.--Comparison of the principal and staff perceptions of the organizational climates of the thirty-six schools of Group II

Climate	Principals' Perceptions	Staffs' Perceptions
Open	12	8
Autonomous	9	6
Controlled	7	7
Familiar	3	0
Paternal	2	2
Closed	3	13

Table 10 presented an obvious tendency on the part of the principals to view schools as having the preferred Open Tendencies as defined by Halpin. In an attempt to determine the statistical significance of this difference in perception the Chi-square technique was employed. Halpin and Croft had indicated a belief that consensus obtained from the school staff represented the best possible picture of reality. In their discussion, they explained that this picture of reality through staff consensus was a basic assumption which guided their research efforts. In applying the Chi-square technique to this question of agreement in perception, the assumption was made that the school principal should be aware of the reality of his school situation. Therefore, the staff's perception, or reality, was the expected frequency and the principal's perception was taken as the actual frequency obtained. A 2 x 2 Chi-square was set up as shown in Table 11 below:

TABLE 11.--Chi-square comparison of principal and staff agreement in perception of the organizational climate of schools in Group II

School Climate Designations	Staff Perceptions (Reality-Expected)	Principals Perceptions (Actual)	X^2	P
Open Tendencies	21	28	5.69	.05
Closed Tendencies	15	8		

The Chi-square of 5.69, significant at the 5 per cent level, indicated that the perceptions of the principals differed statistically from reality--when reality was accepted as the consensus of staff perceptions.

Another comparison was made to test a tentative hypothesis that developed during the analysis of the data. The tendency of principals to view the school climates as more Open than Closed supplied support to the idea that the degree of agreement between staff and principal perceptions would be greater in schools which were rated as Open by the staffs than in schools that received Closed staff ratings. This tentative hypothesis was tested through the use of the D statistic, a procedure for comparing profiles,[1] for the eight Open schools and the thirteen Closed schools. Table 12 presents the results of this procedure:

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[1] Fiedler, op. cit., p. 16.

TABLE 12.--Comparison of principal and staff agreement in perception in Open and Closed schools

Open Schools		Closed Schools	
School No.	D-Score	School No.	D-Score
2	36.24	1	45.77
6	35.20	3	40.42
8	13.70	7	41.42
15	22.07	13	32.51
19	23.24	17	30.59
22	20.93	18	43.66
25	31.58	33	38.81
28	22.45	36	25.88
		40	31.51
		44	41.83
		45	17.32
		46	26.89
		48	44.90

Summary Data:

	Open Schools	Closed Schools
ΣD	205.41	461.31
$\underline{N}$	8	13
$\overline{D}$	25.68	35.49
SD	7.40	8.38
SE	2.61	2.32

t	2.80
P	.05

The question of race as a significant discriminant upon the dimensions of the OCDQ was investigated. The t-scores and F-scores which resulted from the discriminant analysis procedures have been presented in Table 13.

TABLE 13.--The discriminating value of race on the dimensions of the OCDQ. (Group I with thirty-one white schools versus seventeen Negro schools)

Dimension	t-Score	P	F-Score	P
1. Disengagement	-1.1114	n.s.	1.18715	n.s.
2. Hindrance	-3.1642	.01	10.32481	.01
3. Esprit	0.5943	n.s.	0.35543	n.s.
4. Intimacy	-1.8395	n.s.	2.87524	n.s.
5. Aloofness	2.4363	.05	5.20256	.05
6. Prod. Emp.	-1.2325	n.s.	1.39892	n.s.
7. Thrust	0.3090	n.s.	0.16569	n.s.
8. Consideration	5.0220	.01	20.43315	.01
Dimensions 1-8 as a Group			5.02905	.01

As indicated in the table, race was a statistically significant discriminant upon the OCDQ dimensions of Hindrance, Aloofness, and Consideration. The generalized F-Score provided by the discriminant analysis program, which considered the eight dimensions as a profile in a manner similar to the global concept of the organizational climate provided by the OCDQ, was also statistically significant.

A further indication of the importance of race was evident when the breakdown of the thirty-six schools in Group II on the basis of the extreme climate classifications was noted. Of the fifteen Negro schools in this group, eight were perceived by the staffs to have the

Closed organizational climate. On the other hand, only five of the twenty-one white schools received this extreme climate rating from their staffs. At the other end of the climate scale, the schools were divided equally with four white schools and four Negro schools having the Open climate rating. These figures revealed a definite tendency for the Negro schools to be more Closed as a group than the white schools.

Another point of possible significance was the dichotomous nature of the organizational climate ratings in the Negro schools. Of the fifteen Negro schools included in the Group II analyses, twelve were perceived by their staffs as being either Open or Closed. Only three of these Negro schools received climate designations other than in these extreme classifications.

Data Related to Major Hypotheses of the Study

The data concerned with the major hypotheses of the study were presented individually for each hypothesis. For convenience of readers of this report, the hypotheses are restated as an introduction to the data for each hypothesis.

Data related to the first hypothesis

1. It is hypothesized that the schools which tend toward an Open Climate will have principals who maintain high psychological distance.

In investigating the relationship between the concept of psychological distance and the global concept of Openness of the organizational climate of schools, the analysis was limited to the thirty-six schools of Group II in which staff agreement in perception was present. Spearman's Rank Order coefficients and Pearson's Product-Moment correlations were computed in investigating this hypothesis. The school ranks for use in the Spearman formula were obtained from the climate similarity scores produced by the OCDQ scoring program as presented in Table 7 of this report. Halpin's continuum from Open to Closed, along with school ranks within the individual climate groups, were used to establish a ranking of the schools from the most Open to the most Closed school. The product-moment correlations were calculated using only the climate similarity, or the deviation score from the Open Climate, as the correlate with the principals' psychological distance scores. Although these two methods of ranking the schools on the global concept of Openness resulted in slightly different orders of rank, they provided similar correlation results which tended to support each other. The ability to establish statistical significance to the product-moment correlations increased the importance of these figures. It was further felt that the Open Climate similarity scores, which were a measure of the deviation of all school profiles from the prototypic Open profile, more nearly approached the intent of the hypothesis being considered; that of establishing the relationship between Openness of organizational climate and the psychological distance score of the school principal. Table 14 presents the results of these two correlation procedures. Notice was made of the apparent importance of racial differences in these correlated results.

TABLE 14.—Correlation between psychological distance and the global concept of Openness of organizational climate

Group	N	rho*	r**	P
Group II	36	−0.318	−0.277	n.s.
White Schools	21	−0.142	−0.021	n.s.
Negro Schools	15	−0.687	−0.661	.01
Group III	21	−0.319	−0.211	n.s.
White Schools	9	0.166	0.304	n.s.
Negro Schools	12	−0.627	−0.661	.05

*Rank order correlation

**Product-moment correlation

Another technique used in investigating this hypothesis utilized the t-test to compare the psychological distance scores of principals of schools with Open Tendencies with principals of schools with Closed Tendencies. This analysis has been included in Table 15. The results obtained were congruent with expectations in view of the correlations reported above. The negative direction of the t-scores indicated that higher mean psychological distance scores were related to Closed Tendencies. This was especially evident in the Negro schools.

Crossbreak procedures, similar to the technique used by Halpin in some of his earlier studies with the LBDQ, were also utilized in regard to this first hypothesis. Principals' scores on the ASo Scales were divided at the mean and were interpreted as high or low psychological distance measures accordingly. The four cell, TABLE 15.--Comparison of psychological distance scores of principals on basis of staff perceptions of Open Tendencies versus Closed Tendencies

Group II Schools	N	Psychological Distance X	S.D.	S.E.	t-Score	P
The Total Group	36					
Open Tendencies	21	48.08	10.02	2.18	-2.276	.05
Closed Tendencies	15	55.59	9.59	2.48		
White Schools Only	21					
Open Tendencies	14	50.46	8.77	2.35	-0.887	n.s.
Closed Tendencies	7	55.16	12.54	4.74		
Negro Schools Only	15					
Open Tendencies	7	43.30	10.62	4.01	-2.803	.02
Closed Tendencies	8	55.96	5.88	2.08		

2 x 2 crossbreaks were established using this breakdown of psychological distance scores versus the global concepts of Open and Closed Tendencies of organizational climates. Extreme climate ratings were considered in this procedure when only the schools of Group III were used in the crossbreaks. The additional statistical technique of the Chi-square procedure was applied to these crossbreaks. Results obtained from the Chi-square technique, in these cases, must be interpreted very cautiously due to the small number of cases in some of the cells. However, both the crossbreak procedures and the Chi-square scores did indicate to the researcher some significance of direction in these relationships. Table 16 has been included with combined results of these two technique presented together.

TABLE 16.—Crossbreak of Open and Closed Tendencies of schools on the basis of psychological distance scores of the school principals

Groups	High Psychological Distance	Low Psychological Distance	X^2	P
Group II				
Open Tendencies	9	11	2.81	.10
Closed Tendencies	11	4		
Group III				
Open	3	4	1.43	n.s.
Closed	9	4		
Group II (White)				
Open Tendencies	7	6	0.02	n.s.
Closed Tendencies	4	3		
Group III (White)				
Open	2	1	0.52	n.s.
Closed	2	3		
Group II (Negro)				
Open Tendencies	2	5	5.40	.05
Closed Tendencies	7	1		
Group III (Negro)				
Open	1	3	4.69	.05
Closed	7	1		

This first major hypothesis was not supported by the data. The relationship between the ASo concept of psychological distance and the OCDQ global concept of Openness was negative rather than in the hypothesized positive direction. The strength of this negative relationship was especially strong in the group of Negro schools.

Data related to the second hypothesis

> 2. It is hypothesized that there will be a positive relationship between Esprit (OCDQ) and Fiedler's concept of psychological distance.

In investigating the relationship between the concept of psychological distance and the individual OCDQ dimension of Esprit, the total sample of forty-eight schools was included in the analysis. It was decided that the procedure of establishing school scores for these individual dimensions through averaging the responses of all the staff members within the school, would allow the inclusion of the total sample in this analysis regardless of the amount of agreement obtained when the global concept was applied. The product-moment correlations of Esprit and psychological distance scores were computed and the results are presented in Table 17.

Attempting to provide further analysis of the relationship between psychological distance and the individual dimensions of the OCDQ, the researcher used the psychological distance scores as the discriminant variable in applying t-test and F-test techniques to the data. The complete results obtained for all eight of the dimensions has been reported elsewhere in this report. The particular results obtained from this discriminant analysis of the dimension of Esprit have been included in Table 18.

From an analysis of the data contained in Table 17 and Table 18, it is again apparent that differences do exist between white and Negro schools. The significant negative correlations obtained from the data for the total sample and for the Negro schools, coupled with the coefficients in the same direction for the white schools, seemed to be findings which definitely questioned the applicability of Fiedler's research conclusions to the school situation. This was especially so when one considered the significant importance attached to the dimension of Esprit and to similar group maintenance concepts by Halpin and other recent theoretical explanations of organizational behavior.

Data related to the third hypothesis

> 3. It is hypothesized that there will be a positive relationship between Thrust (OCDQ) and Fiedler's concept of psychological distance.

The same statistical procedures employed in the analysis of the relationships of the second hypothesis were used in the study of this third hypothesis. The results of the product-moment correlations of Thrust and psychological distance have been compiled and presented in Table 19. The data obtained from the discriminant analysis program with the psychological distance scores as the discriminant variable upon the dimension of Thrust have been included in Table 20.

A comparison of the statistical results gained from the analysis of the data in regard to this third hypothesis with the

TABLE 17.--Correlation of psychological distance and the organizational climate dimension of Esprit

Group	N	r	P
Group I	48	-0.382	.01
White Schools	31	-0.264	n.s.
Negro Schools	17	-0.589	.05
Group II	36	-0.423	.05
White Schools	21	-0.315	n.s.
Negro Schools	15	-0.616	.05
Group III	21	-0.445	.05
White Schools	9	-0.198	n.s.
Negro Schools	12	-0.638	.05

TABLE 18.--The discriminating value of psychological distance scores on the organizational climate dimensions of Esprit

Group	t-Score	P	F-Score	P
Group I				
Above vs. Below Mean	-1.6779	n.s.	2.71919	n.s.
Top 14 vs. Bottom 14	-2.2235	.05	4.59094	.05
White Schools of Group I				
Above vs. Below Mean	-0.7399	n.s.	0.53478	n.s.
Top 10 vs. Bottom 10	-0.8863	n.s.	0.30538	n.s.
Negro Schools of Group I				
Above vs. Below Mean	-2.4352	.05	5.48070	.05
Top 6 vs. Bottom 6	-4.7591	.01	18.87395	.01

TABLE 19.—Correlation of psychological distance and the organizational climate dimension of Thrust

Group	N	r	P
Group I	48	-0.298	.05
White Schools	31	-0.132	n.s.
Negro Schools	17	-0.547	.05
Group II	36	-0.344	.05
White Schools	21	-0.157	n.s.
Negro Schools	15	-0.581	.05
Group III	21	-0.258	n.s.
White Schools	9	0.222	n.s.
Negro Schools	12	-0.573	n.s.

TABLE 20.—The discriminating value of psychological distance scores on the organizational climate dimension of Thrust

Group	t-Score	P	F-Score	P
Group I				
Above vs. Below Mean	-2.1824	.05	4.58905	.05
Top 14 vs. Bottom 14	-2.6257	.05	6.40198	.05
White Schools of Group I				
Above vs. Below Mean	-0.9660	n.s.	0.89312	n.s.
Top 10 vs. Bottom 10	-1.5180	n.s.	2.07434	n.s.
Negro Schools of Group I				
Above vs. Below Mean	-2.1775	.05	4.41716	.10
Top 6 vs. Bottom 6	-2.2732	.05	4.30605	.10

results obtained on the previous hypothesis revealed much similarity between the two findings. These two dimensions, Esprit and Thrust, emphasized by Halpin as being measures of the "authenticity" of behavior by the group and by the principal are negatively related to the concept of psychological distance. These negative relationships reported for these two key dimensions, plus the negative direction of the findings related to the first hypothesis, definitely question the value of the maintenance of a high psychological distance by the principal in his relationships with the school's professional staff.

Data related to the fourth hypothesis

> 4. In schools with the preferred Open Tendencies, it is hypothesized that there will be a negative relationship between the concept of psychological distance and the dimension of Aloofness (OCDQ).

Due to the relationship of this hypothesis to the global concept of Openness of organizational climate, only the schools of Group II perceived to have Open Tendencies were included in the analysis of the hypothesis. The product-moment correlations and the crossbreak procedures were employed to investigate the hypothesized relationship. Table 21, which contains the results of these correlations, indicates that the relationship approached significance in the positive direction for the total group, rather than the hypothesized negative direction. The importance of racial differences in this relationship was evident from the results obtained when the schools were grouped accordingly. None of the correlated relationships were significant in this analysis.

TABLE 21.--Correlation of psychological distance and the OCDQ dimension of Aloofness in schools with Open Tendencies

Open Tendencies	N	r	P
Total Group	21	0.239	n.s.
White	14	-0.114	n.s.
Negro	7	0.181	n.s.

TABLE 22.--Crossbreak of the OCDQ dimension of Aloofness and psychological distance scores of school principals in schools with Open Tendencies

	Low Psy. Dist.	High Psy. Dist.
Group II (Open Tendencies Only)		
Total Group		
High Aloofness	9*	7
Low Aloofness	3	1*
White Only		
High Aloofness	6*	7
Low Aloofness	0	0*
Negro Only		
High Aloofness	2*	1
Low Aloofness	3	1*

*Expected High Loadings

The application of the crossbreak procedures (reported in Table 22), likewise, failed to support the hypothesis. High loadings which were expected for the high psychological distance, Low Aloofness, cell and the low psychological distance, High Aloofness, cell did not appear. The crossbreak procedures did emphasize the significant differences in this relationship due to the racial factor.

During the development of the prospectus for the present research endeavor, the investigator had advanced the possible hypothesis that Aloofness and psychological distance were closely related concepts and that the correlation between the two should be a highly positive one. When the fourth hypothesis, which eventually became part of the study, was not supported, the researcher decided to investigate this previously discarded hypothesis. The same statistical techniques of correlation coefficients, t-tests, and F-tests used in investigating the other hypotheses, were employed in this analysis. As indicated by Table 23 and Table 24, none of the results proved to be statistically significant.

From this analysis, the conclusion that Aloofness and psychological distance are measures of two different concepts can be apparently supported.

Data related to the fifth hypothesis

> 5. It is hypothesized that the distribution of scores on Consideration (OCDQ) will be bimodal with high loadings occurring at each end of the psychological distance ratings.

In the investigation of this fifth hypothesis, the product-moment correlations were calculated, the discriminant analysis with

TABLE 23.--Correlation of psychological distance and the organizational climate dimension of Aloofness

Group	N	r	P
Group I	48	-0.023	n.s.
White Schools	31	-0.099	n.s.
Negro Schools	17	0.090	n.s.
Group II	36	-0.139	n.s.
White Schools	21	-0.374	n.s.
Negro Schools	15	0.132	n.s.
Group III	21	0.008	n.s.
White Schools	9	-0.438	n.s.
Negro Schools	12	0.241	n.s.

TABLE 24.--The discriminating value of psychological distance scores on the organizational climate dimension of Aloofness

Group	t-Score	P	F-Score	p
Group I				
Above vs. Below Mean	-0.5162	n.s.	0.25317	n.s.
Top 14 vs. Bottom 14	0.0515	n.s.	0.00247	n.s.
White Schools				
Above vs. Below Mean	-0.3086	n.s.	0.09005	n.s.
Top 10 vs. Bottom 10	0.0860	n.s.	0.04550	n.s.
Negro Schools				
Above vs. Below Mean	1.4933	n.s.	1.58656	n.s.
Top 6 vs. Bottom 6	0.4825	n.s.	0.19397	n.s.

psychological distance as the discriminant variable upon the dimension of Consideration was developed, and an additional plot of the scores on the coordinate axis system was employed. The results of the product-moment correlations and the discriminant analysis program, which have been provided in Table 25 and Table 26, were not statistically significant for the total sample nor for any of the subgroups within the sample. The finding reported earlier in this analysis, which indicated that there were significant differences between white and Negro principals on the dimension of Consideration, was supported by the direction of the results in these tables.

Congruent with the nonsignificant findings reported above, the plot of the scores on the coordinate axis, Table 27, failed to produce the hypothesized loadings of high Consideration scores at each end of the psychological distance scale. The individual dimension of Consideration, as suspected by Halpin, is apparently an elusive variable worthy of much further study.

Data related to the sixth hypothesis

> 6. It is hypothesized that selected situational variables associated with the positions of school principals will be significantly related to the global concept of Openness of Organizational Climate, the individual dimensions of the OCDQ, and the ASo concept of psychological distance.

In considering the relationship between the selected situational variables and the other concepts involved in the study, product-moment correlation procedures were used. The total sample of

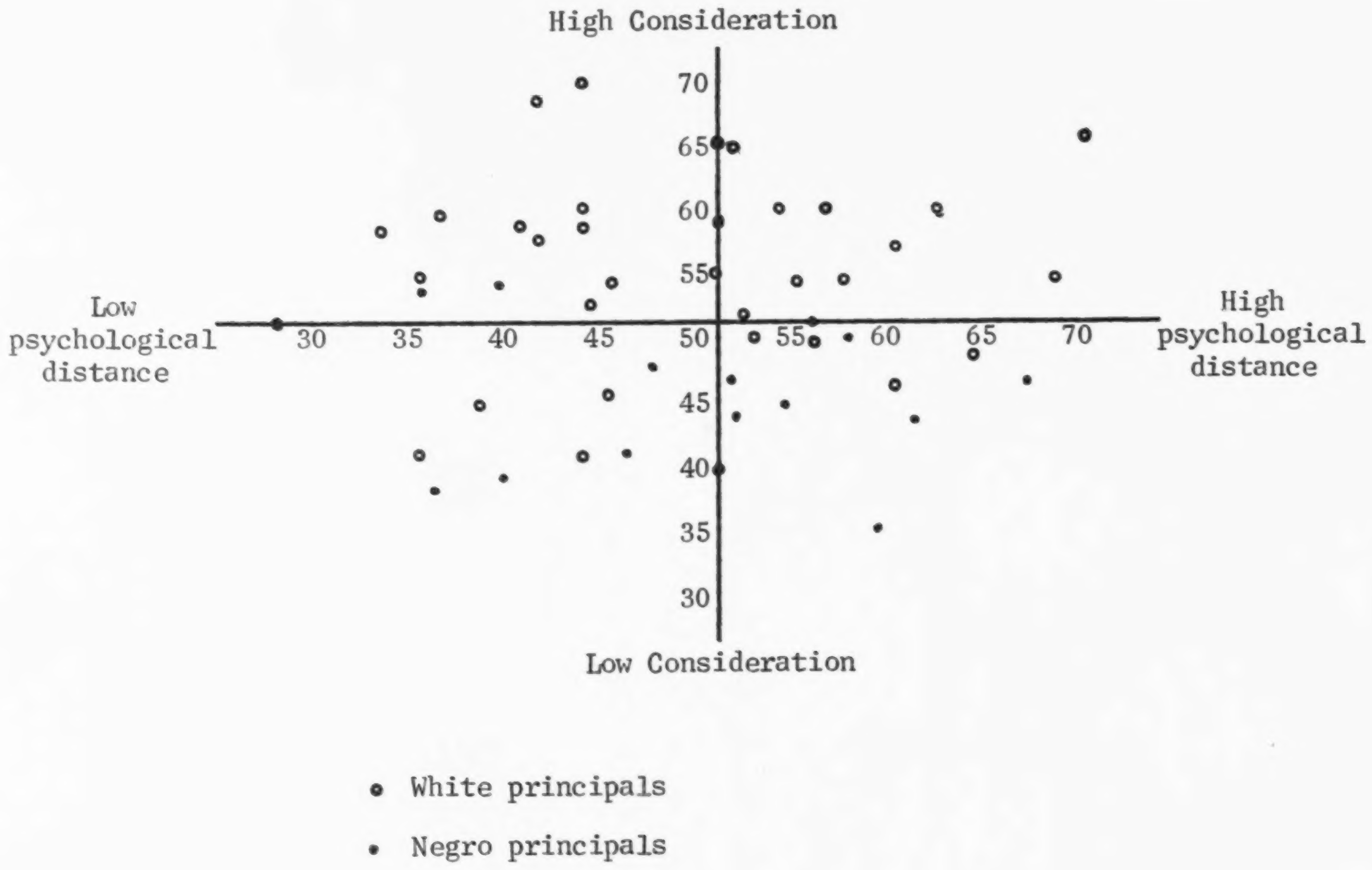
TABLE 25.--Correlation of psychological distance and the organizational climate dimension of Consideration

Group	N	r	P
Group I	48	0.028	n.s.
White Schools	31	0.047	n.s.
Negro Schools	17	-0.094	n.s.
Group II	36	0.089	n.s.
White Schools	21	0.167	n.s.
Negro Schools	15	-0.223	n.s.
Group III	21	0.279	n.s.
White Schools	9	0.625	n.s.
Negro Schools	12	-0.133	n.s.

TABLE 26.--The discriminating value of psychological distance scores on the organizational climate dimension of Consideration

Group	t-Score	P	F-Score	P
Group I				
Above vs. Below Mean	-0.7136	n.s.	0.47803	n.s.
Top 14 vs. Bottom 14	0.1417	n.s.	0.01865	n.s.
White Schools				
Above vs. Below Mean	-0.2130	n.s.	0.03983	n.s.
Top 10 vs. Bottom 10	-0.3610	n.s.	0.00729	n.s.
Negro Schools				
Above vs. Below Mean	0.4719	n.s.	0.21009	n.s.
Top 6 vs. Bottom 6	0.1164	n.s.	0.01129	n.s.

TABLE 27.—Coordinate axis plot of Consideration (OCDQ) versus psychological distance (ASo)



forty-eight schools was included in the calculations related to the individual OCDQ dimensions and the ASo concept of psychological distance. The sample was limited to the thirty-six schools of Group II in determining the relationships of the situational variables to the Openness of the schools' organizational climates. The subgroups of white and Negro schools were included in these analyses. The results of these statistical correlations have been presented in tabular form on pages 94 through 98 of this dissertation.

Consideration of these results revealed that the situational variables related to the experience of school principals, total years experience in education (Table 28) and years as the principal of their present school (Table 29), were not significantly related to any of the other variables of the study. This finding possibly questions some of the current emphasis placed upon past experience when school principals are hired.

Recent findings reported by Gross and Herriott have provided additional support for this questioning approach to the importance of previous experience as a criterion for selecting administrators. The basic trend of the data in all three of their investigations of the relationship between past experience and Executive Professional Leadership was negative. They concluded that:

> School systems operating on the assumption that these characteristics [Experience data] should receive weight in the selection of principals need to re-examine the criteria of selection they use.[1]

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[1] Gross and Herriott, op. cit., p. 156.

The age of the principals (Table 30) was found to be significantly related to only one of the variables, the OCDQ dimension of Production Emphasis. The negative relationship between these two variables is probably best explained as evidence of a decrease in activity of the principal with increasing age. This tendency is readily observable among some of our older principals who are approaching retirement age.

The situational variable with the apparent greatest impact was school size as indicated by the number of professional staff members reporting directly to the principal. Staff size was related significantly to five of the eight OCDQ dimensions. It was also the only situational variable which correlated significantly with the global concept of Openness of the organizational climate. The direction of these correlations, reported in Table 31 and Table 32, revealed a definite tendency for the larger schools to be Closed in their organizational climate. This tendency has been noted earlier in the analysis, when only one of the nine secondary schools was perceived to have Open Tendencies.

The significance of these findings with respect to the global concept of the organizational climate must be interpreted cautiously. The OCDQ was developed for use with elementary schools, but the investigator was informed by letter that the OCDQ was also valid for use with secondary schools.[1] The presence of the seven upper level schools, with naturally larger staffs, loaded the Closed

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[1] Letter from Don W. Croft, November 15, 1964.

TABLE 28.--Correlation of the situational variable of principal's years of experience in education with the individual OCDQ dimensions and with the ASo concept of psychological distance

Variables	Group I Schools					
	Total Group (N = 48)	P	White (N = 31)	P	Negro (N = 17)	P
OCDQ:						
Disengagement	0.059	n.s.	0.018	n.s.	0.064	n.s.
Hindrance	0.207	n.s.	0.091	n.s.	0.076	n.s.
Esprit	0.079	n.s.	0.214	n.s.	-0.060	n.s.
Intimacy	0.152	n.s.	-0.064	n.s.	0.421	n.s.
Aloofness	-0.152	n.s.	0.063	n.s.	-0.322	n.s.
Production Emphasis	-0.202	n.s.	-0.224	n.s.	-0.370	n.s.
Thrust	0.043	n.s.	-0.040	n.s.	0.224	n.s.
Consideration	-0.119	n.s.	0.069	n.s.	0.069	n.s.
ASo:						
Psychological Distance	-0.014	n.s.	-0.099	n.s.	0.176	n.s.

TABLE 29.--Correlation of the situational variable of principal's experience as principal of his present school with the individual OCDQ dimensions and with the ASo concept of psychological distance

Variables	Group I Schools					
	Total Group (N = 48)	P	White (N = 31)	P	Negro (N = 17)	P
OCDQ:						
Disengagement	0.237	n.s.	0.126	n.s.	0.334	n.s.
Hindrance	0.150	n.s.	-0.178	n.s.	0.346	n.s.
Esprit	-0.230	n.s.	-0.089	n.s.	-0.418	n.s.
Intimacy	0.007	n.s.	-0.165	n.s.	0.135	n.s.
Aloofness	0.058	n.s.	0.284	n.s.	-0.070	n.s.
Production Emphasis	-0.072	n.s.	-0.252	n.s.	-0.098	n.s.
Thrust	-0.104	n.s.	0.075	n.s.	-0.327	n.s.
Consideration	-0.065	n.s.	0.219	n.s.	-0.097	n.s.
ASo:						
Psychological Distance	0.100	n.s.	-0.018	n.s.	0.351	n.s.

TABLE 30.--Correlation of the situational variable of principal's age with individual OCDQ dimensions and with the ASo concept of psychological distance

Variables	Group I Schools					
	Total Group (N = 48)	P	White (N = 31)	P	Negro (N = 17)	P
OCDQ:						
Disengagement	0.101	n.s.	0.029	n.s.	0.184	n.s.
Hindrance	0.135	n.s.	0.061	n.s.	0.134	n.s.
Esprit	0.094	n.s.	0.139	n.s.	0.049	n.s.
Intimacy	-0.023	n.s.	-0.199	n.s.	0.282	n.s.
Aloofness	-0.105	n.s.	0.082	n.s.	-0.407	n.s.
Production Emphasis	-0.336	.05	-0.316	.10	-0.475	.10
Thrust	0.121	n.s.	0.053	n.s.	0.255	n.s.
Consideration	0.056	n.s.	0.223	n.s.	-0.012	n.s.
ASo:						
Psychological Distance	-0.123	n.s.	-0.166	n.s.	-0.030	n.s.

TABLE 31.--Correlation of the situational variable of staff size with the individual OCDQ dimensions and with the ASo concept of psychological distance

Variables	Group I Schools					
	Total Group (N = 48)	P	White (N = 31)	P	Negro (N = 17)	P
OCDQ:						
Disengagement	0.564	.01	0.627	.01	0.477	.10
Hindrance	0.196	n.s.	0.184	n.s.	0.331	n.s.
Esprit	-0.431	.01	-0.401	.05	-0.512	.05
Intimacy	0.178	n.s.	0.231	n.s.	0.094	n.s.
Aloofness	-0.531	.01	-0.606	.01	-0.488	.05
Production Emphasis	0.301	.05	0.348	.10	0.231	n.s.
Thrust	-0.355	.05	-0.415	.05	-0.274	n.s.
Consideration	-0.120	n.s.	-0.222	n.s.	-0.012	n.s.
ASo:						
Psychological Distance	0.252	n.s.	0.256	n.s.	0.242	n.s.

TABLE 32.—Correlation of situational variables with the global concept of Openness of organizational climate

Variables	Group II Schools					
	Total Group (N = 36)	P	White (N = 21)	P	Negro (N = 15)	P
Age	0.116	n.s.	0.147	n.s.	0.143	n.s.
Size	-0.400	.02	-0.434	.05	-0.385	n.s.
School Experience	-0.226	n.s.	-0.025	n.s.	-0.397	n.s.
Total Experience	0.064	n.s.	0.123	n.s.	0.101	n.s.

Tendencies group with respect to staff size. A comparison of the eight Open elementary schools with the eight Closed elementary schools produced findings in the same direction although they were not statistically significant. The direction of this closer analysis, coupled with the significant correlated relationships between the individual OCDQ dimensions of Esprit, Disengagement, Aloofness, Production Emphasis, and Thrust, supported the conclusion that the situational variable of staff size was of significant importance with respect to the principal-teacher interaction in the schools. These findings supported the previous importance of size as a situational variable reported by Hemphill.[1]

In a recently completed study, Gross and Herriott have provided some additional significance to this variable of school size. They reported a negative relationship between the size of elementary schools and the presence of Executive Professional Leadership by the school principal.[1] Gross and Herriott suggested that:

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[1] Hemphill, op. cit.

> School superintendents may find it worthwhile to explore what steps can be taken to limit the size of elementary schools and to increase the EPL of principals in larger ones.[2]

In looking at the relationship of the situational variables to the key concepts of the study, psychological distance scores of the principals and the global concept of Openness of the schools' organizational climates, multiple regression procedures were employed. The four situational variables were used as predicting variables of these two concepts. Congruent with the expectations in view of the correlated relationships previously cited, neither of the regressions developed was significant. The results of these procedures were not included in the data presented, but it was deemed essential that these efforts be discussed in this analysis.

A tentative hypothesis, that was considered during the formative stages of the current research effort, was almost statistically supported by the results obtained in the subsequent study. It had been suggested that the principals of larger schools, with more staff members reporting directly to them, would tend to maintain higher psychological distance from their staffs than principals of smaller schools. A positive relationship was hypothesized between the situational variable of staff size and the psychological distance scores of the principals. The results of this correlated relationship presented in Table 31, although not statistically significant, were in the positive direction for all groups. Apparently, this tentative hypothesis was worthy of consideration.

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[1] Gross and Herriott, _op. cit._, p. 85.

[2] _Ibid._, p. 153.

Data related to supplementary analysis

In an attempt to gain further insight into the data, some supplementary analyses not relating directly to the specific hypotheses of the study were conducted. One such investigation was viewed as a test of the OCDQ scoring procedures which established the climate classifications. The multiple regression procedures were employed with the Open Climate similarity scores as the dependent variable and the eight OCDQ dimensions as the predicting criterion. As expected the obtained results were significant. The analysis of variance for the multiple linear regression for the total sample produced an F-score of 169.55 (significant F = 3.01, P = .01), and a multiple correlation coefficient of 0.99. Similar results were obtained when the schools were separated on the basis of race. These findings emphasized that the scoring procedures, which utilized the eight dimensions to classify the schools' organizational climates, were valid.

Another application of the multiple regression, which was more closely connected to the major hypotheses, had to do with the prediction of the psychological distance scores of school principals. The eight OCDQ dimensions were used as the predicting variables in this procedure. The results obtained from these efforts were not statistically significant. The increased value of the F-scores, of the multiple correlation coefficients, and of the partial correlation coefficients for the Negro subgroup did indicate that the predictive relationship, although not statistically significant, was stronger in this group than in the total sample, or in the white schools alone. This increased predictive value, with regard to the Negro school situation, was expected in view of repeated findings of this study.

Similar differences in the obtained relationships, due to subgroups based upon race, were obtained when the ASo concept of psychological distance was investigated as a discriminatory variable upon the eight OCDQ dimensions. Portions of these findings were reported previously in connection with the individual hypotheses of the study. However, Table 33 was included to emphasize the racial factor in these discriminatory relationships. Only the significant relationships for each group are reported in Table 33. The complete results of these procedures may be found in Appendix F of this study.

Fiedler's interpretation of the ASo score as indicative of leader behavior along a continuum from an emotionally warm to a psychologically distant relationship apparently was supported by the findings in the white subgroup. Reasonably, one could expect staff Intimacy to be higher in a school situation directed by a psychologically distant principal. The more intimate staff interaction in such a situation possibly supplies some of the social-need satisfaction not fulfilled through the principal-staff relationship.

The importance of the relationships in the Negro subgroup was viewed to be of special significance in light of the importance that Halpin placed upon Esprit and Thrust as key dimensions of his OCDQ.

TABLE 33.--The effect of psychological distance as the discriminant on the dimensions of the OCDQ

Group	Dimension	t-Score	P	F-Score	P
Group I					
Total Group:					
Above vs. Below Mean	Intimacy	2.4002	.05	5.54088	.05
	Thrust	-2.1824	.05	4.58905	.05
Top 14 vs. Bottom 14	Esprit	-2.2235	.05	4.59094	.05
	Intimacy	2.2649	.05	4.76345	.05
	Thrust	-2.6257	.05	6.40198	.05
White Only					
Above vs. Below Mean	Intimacy	2.6520	.05	6.94873	.05
Top 10 vs. Bottom 10	Intimacy	2.7380	.05	7.48045	.05
Negro Only					
Above vs. Below Mean	Disengagement	3.0280	.01	7.73987	.05
	Esprit	-2.4352	.05	5.48070	.05
	Thrust	-2.1775	.05	4.41716	.10
Top 6 vs. Bottom 6	Disengagement	4.5619	.01	17.34273	.01
	Esprit	-4.7591	.01	18.87395	.01
	Thrust	-2.7324	.05	4.30605	.10

IV. SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The present study has focused upon the leadership position of the school principal in American education. The investigation was undertaken in an effort to gain insight into the nature of the interaction between the principal and his professional staff in the public school situation. The study was successful in meeting this stated purpose. The nonsupport of the major hypotheses of the study, which were based on a defensible rationale developed from previous research in leader behavior, provided support for Roald Campbell's contention that there are "peculiarities in educational administration that make it a special case."[1] The present study has, perhaps, raised more questions than it has answered about the nature of this relationship between the principal and his staff.

The study was conducted in a large Southern school system which was in the process of racially desegregating its schools. While one school in the system had experienced limited integration, all of the schools involved in the study were still operated on a segregated basis. During the developmental stages of this study, little consideration was given to the importance of this segregated system. Passing reference was given to this segregated status as a limitation of the study. Subsequent analyses of the data revealed this distinction to be of significant importance in the relationships studied.

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[1] Roald Campbell, op. cit.

The study was limited to the schools in which the current principal had served in that position for at least two years. This limitation reduced the possible sample from sixty to fifty-five schools. Thirty-one white schools and seventeen Negro schools, a total of forty-eight of these qualifying schools, chose to participate in the study. The seven schools which did not participate were white schools; participation by qualifying Negro schools was unanimous. These forty-eight schools involved a like number of principals and 1188 professional staff members in the study.

The OCDQ and the ASo Scales were the instruments employed in the study. The principals responded to both instruments, while the staff members were asked to give only their perceptions of their school's organizational climate by responding to the OCDQ. The selected situational variables related to the individual principalships of: (1) age of the principal, (2) size of the school's professional staff, (3) total years experience in education of the principal, and (4) years as principal of his present school were gathered and considered in the study.

The present research idea was first stimulated through the investigator's interest in some earlier research on leadership conducted by Fred Fiedler and his associates. Specifically, the study has investigated the relationship between the ASo concept of psychological distance as defined by Fiedler and selected concepts and dimensions of the organizational climate of schools as established by Halpin and Croft. The importance of the selected situational variables listed in the previous paragraph were considered in studying this relationship.

In this final chapter, the researcher has attempted to summarize the results of the investigation. The findings of the study have been drawn from the analysis presented in Chapter III. These findings have been presented in summary form and have provided the bases for some stated conclusions of the study. These conclusions have been listed along with a limited discussion of their implications. Further discussion was presented earlier in connection with the analysis of the data for the individual hypotheses. The research study has been concluded with some reference to needed research in view of questions raised by the findings of the current study.

Summary of the Findings of the Study

The analysis of the data allowed the researcher to report the following findings for the research study. These findings have been presented in a categorical fashion similar to the procedures employed during the analysis of the data in the third chapter.

Findings related to the sample

1. There was no significant difference in the size of Negro and white schools involved in the study.

2. There was no significant difference in the age of Negro and white principals who participated in the study.

3. Negro principals had significantly more years of total experience in education than the white principals ($P < .05$).

4. Negro principals had significantly longer tenure in their present school positions than the white principals ($P < .05$).

Findings related to the Assumed Similarity of Opposites Scales

1. The measures of the principals' psychological distance, as defined by the ASo scales, did not differ significantly from a normal distribution.

2. There was no significant difference between Negro and white principals on the ASo concept of psychological distance.

Findings related to the Organizational Climate Description Questionnaire

1. There was a lack of staff agreement in perception of the school's organizational climate in twelve of the forty-eight schools involved in the study. (a) Seven of these twelve schools were large, elementary schools which were conducting double-session programs. (b) Ten of these twelve schools were white schools.

2. The principals and the staffs differed significantly in their perceptions of the organizational climates of their schools ($P < .05$).

3. Principals tended as a group to view the organizational climates of their schools as being more Open than Closed.

4. Principal and staff agreement in perception was greater in schools which were perceived by the staffs as being Open in their organizational climates ($P < .05$).

5. Race was a significant discriminant upon the OCDQ dimensions of Hindrance, Aloofness, and Consideration: (a) Negro school situations were viewed to be characterized by significantly greater Hindrance than the white schools ($P < .01$). (b) White principals were perceived to be significantly more Aloof than the Negro principals ($P < .05$). (c) White principals were perceived to be significantly more Considerate than the Negro principals ($P < .01$).

6. Negro schools had a definite tendency to be perceived by their staffs as more Closed in their organizational climates than the white schools.

Findings related to the major hypotheses of the study

1. The first hypothesis was not supported by the data of the study. The relationship between the ASo concept of psychological distance of the school principals and the global concept of Openness of organizational climates of schools was negative rather than the hypothesized positive relationship.

2. The second hypothesis was not supported by the data of the study. The relationship between the ASo concept of psychological distance of the school principals and the key OCDQ dimension of Esprit was negative rather than the hypothesized positive relationship.

3. The third hypothesis was not supported by the data of the study. The relationship between the ASo concept of psychological distance of the school principals and the OCDQ dimension of Thrust was negative rather than the hypothesized positive relationship.

4. The fourth hypothesis was not supported by the data of the study. In the schools with the preferred Open Tendencies, the relationship between the ASo concept of psychological distance of the school principals and the OCDQ dimension of the principals' Aloofness was positive rather than the hypothesized negative relationship. Expected high loadings in the crossbreak cells of psychological distance versus Aloofness, which would have supported the hypothesis, did not materialize.

5. The investigation of a supplementary hypothesis revealed that there was not a significant relationship between the ASo concept of psychological distance and the OCDQ dimension of Aloofness for the total sample or for either of the subgroups formed on the basis of race.

6. The fifth hypothesis was not supported by the data of the study. Expected loadings of high Consideration (OCDQ) scores did not materialize at each end of the psychological distance (ASo) ratings.

7. The investigation of a supplementary hypothesis revealed that there was not a significant relationship between the ASo concept of psychological distance and the OCDQ dimension of Consideration for the total sample or for any subgroup within the sample.

8. The sixth hypothesis was partially supported by the data of the study: (a) The situational variables related to the experience of the principals, years of total experience in education and years as principal of their present schools, were not significantly related to the other variables of the study. (b) The situational

variable, age of the principal, was significantly related to the OCDQ dimension of Production Emphasis ($P < .05$). (c) The situational variable, size of the professional staff reporting directly to the principal, was significantly related to five of the eight OCDQ dimensions and to the global concept of Openness of the school's organizational climate. There was a positive relationship between staff size and the two dimensions of Disengagement and Production Emphasis. This relationship was negative with respect to the dimensions of Esprit, Aloofness, and Thrust. The global concept of Openness was negatively related to this situational variable. (d) The relationship between the ASo concept of psychological distance and the situational variable of staff size approached significance in the positive direction for the total sample and all subgroups within the sample. (e) The predictive relationship between the ASo concept of psychological distance and the four situational variables established through multiple regression procedures was not significant. (f) The predictive relationship between the global concept of Openness of the school's organizational climate and the four situational variables established through multiple regression procedures was not significant.

9. Race distinctions were of significant importance in the relationships between the ASo concept of psychological distance and the dimensions of the OCDQ. (a) The ASo concept of psychological distance was a significant discriminant upon only the one OCDQ dimension of Intimacy in the white subgroup. High psychological distance on the part of the principal was characterized by high

staff Intimacy in these schools ($P < .05$). (b) The ASo concept of psychological distance was a significant discriminant upon the OCDQ dimensions of Disengagement, Esprit and Thrust in the Negro subgroup. High psychological distance on the part of the principal was associated with high staff feelings of Disengagement ($P < .01$), with low staff Esprit ($P < .05$), and with low perceptions of Thrust behavior by the principal ($P < .05$) in these schools. (c) Negro schools with principals who scored high on the psychological distance scale had definite tendencies to be Closed in their organizational climates. This tendency was not present in the white school situations. (d) The predictive relationships between the ASo concept of psychological distance and the eight OCDQ dimensions established through multiple regression procedures were not significant.

Conclusions of the Study

The findings of the study have provided the bases for the following conclusions:

1. There is a negative relationship between the ASo concept of psychological distance of the school principals and the Openness of the organizational climate of schools as defined by the OCDQ.

The results of the analysis of the data with respect to the first three hypotheses provided the bases for this conclusion. The key OCDQ dimensions of Esprit and Thrust, as well as the global concept of Openness of the organizational climate, were related negatively to the psychological distance scores of the school principals. While these negative relationships were obtained for the total sample and in most cases for the white subgroup, they were especially significant in the Negro school situations. The combined nonsupport of these three hypotheses, which had been developed as a test of the applicability of Fiedler's research conclusions in the public school situation, questioned the importance of psychologically distant behavior on the part of school principals.

These three hypotheses had been developed accepting the belief of Halpin and Croft that the Open climate is the preferred and most effective climate for a school organization. If this assumption is not valid, the importance of the conclusion stated above might be questioned. None of the findings of the current study or any of his experience while conducting the study have given the investigator reasons to doubt Halpin and Croft's belief. Certainly, there is a definite need for some research to validate the assumption.

The findings with reference to the first three hypotheses have indicated that the principal-staff relationships in the public schools are possibly different from the hierarchical relationships normally found in business and industry. Getzels and Guba made reference to this difference when they pointed out that professionally trained people, such as teachers, are more inclined toward idiographic than nomethetic behavior than are the workers from industry.[1] Campbell was advancing a similar point when he wrote:

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[1] Getzels and Guba, op. cit.

> The educational administrator, then, is working with professionals who feel, often rightly, that they know more about teaching and learning than he does.[1]

Gross and Herriott were concerned in a like manner when in discussing the results of their study which had focused upon the Executive Professional Leadership[2] of the school principal, they raised the significant question:

> How can an administrator who is held accountable for the effectiveness of an organization supervise subordinates entitled to a considerable degree of autonomy in their work? . . . Being a formal leader of a group of unskilled workers is one thing and of a professional staff is another; the latter group, for instance, can offer greater resistance to their formal superiors because of their superior academic training and technical competencies.[3]

Having such professional training and competencies, the teacher seemingly reacts differently to the psychologically distant relationship than does the nonprofessional worker. With a feeling that he has professional contributions to make in the teaching-learning process, the primary purpose of the organization, the teacher possibly has a need for a superordinate-subordinate relationship on a plane which does not include psychologically distant behavior by the principal. Such a relationship would give consideration to the idiographic nature of the teacher's behavior in an individual manner not possible in a highly psychologically distant relationship.

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[1] Roald Campbell, op. cit., p. 178.

[2] Gross and Herriott, op. cit.

[3] Ibid., p. 94.

Ziller, conjecturing in an effort to explain the negative relationship his research reported between psychological distance and group performance, has perhaps cited a factor of significance for consideration in the current study. Working with infantry training units, Ziller has pointed out that leaders of such units have no control over the selection of the recruits that become the members of his group. The leader must work with the trainees as a group with the primary objective of raising the unit toward a basic level of performance. In such a process Ziller emphasized that:

> . . . the leaders necessarily are most concerned with the least preferred team members whose marginal performance threatens to immobilize or seriously retard the group's development and overall performance . . . the results of his research suggest that the leader is most successful in working with these less effective team members if the leader does not perceive, categorize, and condemn the less talented or less motivated members as untrainable . . .[1]

The economic conditions which surround the supply and demand for teaching personnel in the Southern part of the United States, which compel the schools to accept and utilize a high percentage of teacher applicants, may be a factor in the negative relationships reported in the current study. Principals and superintendents in most school situations are not able to be as selective in their recruitment of teaching personnel as they might desire to be. This necessitates the development of the performance of marginal applicants if the total school program is to be carried successfully forward. Such a developmental process, as indicated by Ziller, possibly is conducted most effectively by the more accepting leader who establishes a warmer relationship with the members of his group.

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[1] Ziller, op. cit., pp. 341-342.

The increased strength of these negative relationships for the Negro subgroup might possibly be attributed to the marginal and insecure position of the Negro as a member of the "out" minority group in the South. With intrinsic needs for cohesiveness in all group behavior due to this position, the Negro staff possibly would not be able to adjust to this psychologically distant relationship with one of their own as effectively as the white staff members. Seemingly, the Negro staff becomes a more closely knit group and closes the principal out of their group. This apparently results in a principal-staff relationship which becomes heavily principal directed which characterizes the Closed school situation.

The Negro principal also finds himself in a rather delicate position due to his increased interaction with the white hierarchy of the school system. In the position as principal, he is naturally drawn into a closer working relationship with the white superintendent and other central office personnel. Psychologically distant behavior by the principal could possibly be interpreted by his staff as an indication that "he works with and for the white hierarchy rather than with the staff of the school." A perception of this type by the staff would possibly lead to a more Closed school situation.

The writer may have been influenced unduly by the works of Fred Fiedler during the development of hypotheses of the current study. A closer study of the climates defined by Halpin and Croft has indicated that they questioned the importance of a psychologically distant relationship between the principal and his staff. Quoting from their definition of the preferred Open climate:

> [The principal] possesses the personal flexibility to be "genuine" whether he be required to control and direct the activities of others or be required to show compassion in satisfying the social needs of the individual teacher. . . . He is not Aloof, nor are the rules and procedures which he set up inflexible and impersonal.[1]

Henry A. Cooke, in a recent article which surveyed the nature of the supervisor-staff relationship with respect to staff morale, has reached a conclusion similar to the implications apparent in the above quote from Halpin and Croft. In stressing the significant importance of administrative and supervisory practices on the morale and, subsequently, upon the effectiveness of the total organization, Cooke has concluded:

> . . . that building an accepting, understanding pattern of group interaction requires a supervisor [administrator] to identify with the group physically as well as psychologically; to help participation by encouraging members to speak up; to promote group thinking; and to detect unmet needs of the members of the organization.[2]

Perhaps Cooke, with his reference to the "encouragement of members to speak up,"[3] has identified a weakness of psychologically distant behavior of the principal in the public school situation.

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[1] Halpin and Croft, op. cit., p. 61.

[2] Henry A. Cooke, "The Supervisor and Staff Morale," National Association of Secondary-School Principals Bulletin, Vol. XLIX (October, 1965), p. 94.

[3] Ibid.

Such behavior could be perceived by the staff members as an indication of the unapproachability of the principal which in turn might have a stifling effect upon the initiation of leadership acts by the teachers. This is an implication of possible consequence, since a basic assumption underlying the OCDQ research was that in the preferred Open climate acts of leadership could and would be initiated by any member of the school staff. The importance of this communication between the principal and his staff, in both directions, most certainly is of importance for the effective operation of a school program.

Chesler and his associates have reported findings which apparently support this line of reasoning. In a study which focused upon the importance of principal attitudes and staff norms in jointly influencing creative teaching, the researchers reported the highest number of innovations per teacher (5.2) in schools where teachers perceived that principal and staff support for such creative efforts existed. The lowest number of innovations per teacher (3.5) were disclosed for schools in which staff members perceived a lack of such support from both the principal and the other staff members.

Summarizing the research effort, the investigators came to the following conclusions: the principal's attitudes do influence staff norms; the principal's perceptions of values and skills of his staff must be as accurate as the staff's awareness of the priority he places on improved teaching. Principals who had innovating staffs were tuned to their teachers' feelings and values and were better informed about their informal relationships. They were also more "professionally" oriented than their colleagues with less innovative staffs. The latter principals were more "administratively" oriented.[1]

In his significant research concerned with the motivation of people to work, Herzberg has reached a conclusion with some implications for the understanding of this relationship between the principal and his staff. Working with professionally trained personnel, accountants and engineers, Herzberg has questioned the importance of the human relations emphasis of industrial relations programs directed toward improving the superior-subordinate relationship. In a summary chapter of his recently-completed research, Herzberg stated:

> These programs have been initiated with expectations of bringing about positive job attitudes and, hopefully, increased performance on the job. . . . The negligible role which interpersonal relationships play in our data tallies poorly with the assumption basic to most human-relations training programs that the way in which a supervisor gets along with his people is the single most important determinant of morale.[2]

These findings by Herzberg have questioned one of the basic assumptions which undergirded the research of Halpin and Croft during the development of the OCDQ. They focused their research primarily upon the perceptions of the principal-teacher relationship and its importance in the establishment of the school's organizational climate.

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[1] M. Chesler, R. Schmuck, R. Lippitt, "The Principal's Role in Facilitating Innovation," Theory Into Practice (Columbus: Ohio State University, Bureau of Educational Research and Service, College of Education, II, December, 1963).

[2] Frederick Herzberg, Bernard Mausner, Barbara Bloch Snyderman, The Motivation to Work (New York: John Wiley and Sons, Inc., 1964), p. 115.

During their research, Herzberg and his associates identified two groups of needs that people seem to desire from their jobs. The one group identified as components of the self-actualization desire of man, was termed "motivators." In this group, Herzberg placed such concepts as achievement, responsibility, and recognition which provide opportunities for self-actualization on the worker's part. The second group, which was considered as an essential base to the first group, was associated with fair treatment in compensation, supervision, working conditions, and administrative practices. Herzberg classified this second group as hygienic needs and coupled to their satisfaction only the removal of dissatisfaction not the guarantee of high morale and effective job performance.[1]

Herzberg interpreted the human relation aspects of the superior-subordinate relationship as being essential to the maintenance of good hygienic climate at work. He further indicated that the importance of this hygiene was greater in the rank-and-file production jobs of industry which offered little opportunity for the operation of the motivators. In his words, such jobs:

> . . . are atomized, cut and dried, monotonous. They offer little chance for responsibility and achievement and thus little opportunity for self-actualization. . . . The fewer the opportunities for the motivators to appear, the greater must be the hygiene offered in order to make the work tolerable.[2]

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[1] *Ibid.*

[2] *Ibid.*

Abbott, in his discussion of hierarchical impediments to innovation in school organizations, has indicated that the school is:

> . . . An institution . . . where superior performance occurs when superior technical competence is found at the base of the hierarchy, among the teachers, and where change must be implemented by those who possess this superior competence. . . .[1]

If this is the case, the needed emphasis of the hygienic factor of interpersonal relationships should not be as important in the school organization as it is in rank-and-file industrial organizations. If the teacher is a professional, employed in a bureaucratic organization on the basis of technical qualifications, ample opportunities should be provided for the "motivators" of self-actualization through recognition, achievement, and responsibility to manifest themselves. Evidence could be cited which would question the availability of such opportunities in the school organization that is prevalent in America today. What is the possible impact of a principal operating in a psychologically distant manner upon the possibilities that a professional teacher may experience such self-actualization opportunities? Does the absence of a peer type relationship between the principal and his teacher place a damper upon the teacher's efforts in this direction of self-actualization through his work?

Excerpts from the reasoning developed by Gross and Herriott in their study of the leadership position of the school principal seem to provide support for an increased emphasis toward the professional peer relationship between the principal and his staff.

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[1] Max G. Abbott, "Hierarchical Impediments to Innovation in Educational Organizations," Change Perspectives in Educational Administration, ed. Max G. Abbott and John T. Lovell (Auburn: School of Education, Auburn University, 1965), p. 50.

> We reasoned that a principal who stresses distinction of formal status emphasizes the fact that he is superior to his teachers, and that they would see him as a representative of the school bureaucracy . . .[1]
>
> His [the principal's] attitude would magnify the importance of the educational task performed by his teachers, and he would strive to maximize their unique skills and to develop a colleague relationship among them based on their common concern for the pupils.[2]

The research reported by Gross and Herriott seems to parallel closely the concern of Halpin with the "authenticity or genuineness" in behavior of the principal.

2. The ASo concept of psychological distance and the OCDQ dimension of Aloofness are not measures of similar characteristics of leader behavior.

The analysis of the data with respect to the fourth hypothesis supported this conclusion. The effort to establish some significance to the interpretation of Aloofness as a measure of physical or social distance, similar to Fiedler's interpretations in the leader-keyman relationships of industry,[3] was not supported by the obtained results. Likewise, the linear relationship between Aloofness and psychological distance, investigated as a supplementary hypothesis, was not significant.

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[1] Gross and Herriott, op. cit., p. 125.

[2] Ibid., p. 35.

[3] Fred Fiedler, op. cit., pp. 32-33.

Another unexpected finding was the correlated relationship between these two variables and the situational variable of staff size. The relationship between psychological distance and staff size, as expected, approached significance in the positive direction for all groups. However, the relationship between Aloofness and staff size, which was expected to be in the positive direction, was significant for all groups but in the negative direction. The finding that the principals of the larger schools were perceived by their staffs to be less Aloof also questioned the attempt to interpret Aloofness as a measure of physical distance.

The current study has enabled the researcher to conclude only that the two concepts of Aloofness and psychological distance are not measures of similar characteristics of leader behavior. The findings have not allowed the researcher to establish the relationship, if any exists, between the two concepts. The situational variable of staff size may be the key to the determination of this relationship, but this determination is beyond the scope of the present study.

3. The present study has shed no light upon the elusiveness of the OCDQ dimension of Consideration.

The attempt to identify the two types of Consideration behavior[1] employing the psychological distance scale as the point of reference was not successful. As indicated by the scatter of the point on

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[1] Halpin and Croft, op. cit., pp. 85-86.

Table 27, the hypothesized high Consideration scores at each end of the psychological distance scale did not materialize.

The further analysis of this dimension through the correlation procedures and the discriminant analysis program produced no findings of significance. This OCDQ dimension of Consideration was the only one with the complete absence of significance in its relationship to the ASo concept of psychological distance.

The finding that white principals were significantly more Considerate than the Negro principals has some possible implications with respect to the integration of professional staffs in our public schools.

4. Negro staffs tend to perceive their schools to be more Closed in their organizational climate than do the staffs of the white schools.

The breakdown of the climate classifications for the schools in which there was staff agreement in perception revealed a definite tendency for Negro schools to be more Closed than the white schools. Eight of the fifteen Negro schools received the extreme Closed climate classification, while only five of the twenty-one white schools were so classified. When race was employed as the discriminant variable upon the eight dimensions of the OCDQ, significant differences were obtained on the dimensions of Hindrance, Aloofness, and Consideration. The Negro schools were characterized by significantly greater staff feelings of Hindrance, and the Negro principals were perceived to be significantly less Aloof and less Considerate than their white counterparts. In this analysis the differences obtained for the dimensions of Disengagement and Production Emphasis also approached significance. The Negro school situations were depicted by greater feelings of staff Disengagement and more evidence of principal direction in staff behavior.

Since the OCDQ is based primarily upon the perceptions of the principal-staff relationships, the above conclusions indicated that this relationship was perceived differently from white to Negro schools. Apparently, the manner in which the principal relates to his staff must be different in Negro and white schools.

This finding raised some interesting questions for the researcher. If, as Halpin has contended, the Openness of a school's organizational climate is a criterion of the school's operational effectiveness; the finding indicates that Negro schools possibly have been less effective as a group than the white schools. The findings reemphasizes the contention of many, that Negro public school education in the South has been inherently inferior to the education available to the white students in our segregated school system.

The finding has also raised the question of possible impacts upon the principal-staff relationships of steps to integrate school staffs and faculties under the current Civil Rights legislation. What are going to be the impacts upon the Negro teacher, adjusted to the more directed experiences in the Negro school, when he is moved to a school situation in which he is expected to exhibit more self-directed behavior?

5. The importance of the situational variable of staff size has been reemphasized in the present study.

The significant relationships reported in the analysis of the data with respect to the sixth hypothesis provided the support for this conclusion. While this situational variable was related in a significant manner to five of the eight OCDQ dimensions, its significant positive relationship to Disengagement coupled with its negative relationship to Esprit best illustrated the importance of staff size in the principal-staff relationship.

The negative relationship between staff size and the global concept of Openness of the organizational climate has raised a question for the investigator. Is it more difficult for the larger school to receive an Open Climate rating due to the actual nature of the problems connected with the increased size of the school? Or, is the negative relationship obtained due to the nature of the measuring instrument, the OCDQ, which may have questionable validity for the larger school situation? Or, is the explanation of the negative relationship a combination of the two possibilities referred to in the previous two questions?

6. The principals and their staffs differ significantly in their perceptions of the organizational climates of their schools.

The supplementary analysis which focused upon the question of agreement in perception between the principal and the members of his professional staff of the school's organizational climate may have resulted in the most thought provoking conclusion of the current study. If the assumption of Halpin and Croft that the staff consensus in perception is a close picture of "reality" is valid, the findings of the present study indicate that the principals are apparently not aware of or "tuned in" to the reality of their school situations. As might be expected the principals tended to view the organizational climates of their schools as being more Open than Closed; the reverse of the tendency reported on the part of school staffs. Brown[1] had reported the same tendency for the principals who participated in his significant replicatory study.

These findings with respect to the lack of agreement between the principals and their professional staffs raised some interesting questions. Are the principals actually as unaware of the reality of their school situations as the findings seem to indicate? Or, are they more aware of the situation than their responses to the OCDQ revealed? Are the Open Tendencies in perception by the principals evidence of possible unconscious, defensive behavior of the principals necessitated by their desire to have their schools pictured in the best light possible? Or, does this tendency of the principal indicate that they desire to view the school situations through "rose-colored glasses," even to the point of organizational failure?

Another line of thought raises the question of the possible effects of this disagreement in perception upon the organizational effectiveness of the schools. The results of some research reported by Guba and Bidwell seem to indicate that such disagreement in perception is detrimental to the effectiveness of the school organization. They have concluded that effectiveness, satisfaction, and confidence-in-leadership have a marked relationship to coincidence of perceptions between teachers and administrations. In the words of the investigators: "Good staff relations can come about only when teachers and their administrators share, to a considerable extent, a common organizational world-view."[1] Such a common organizational viewpoint was not evidenced by the responses of the principals and staffs to the OCDQ in the current study.

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[1] Robert J. Brown, op. cit.

Implications for Future Research

Some of the questions raised by the current investigation have possible implication for further research. Several of these possibilities are summarized below:

1. Several of the hypotheses of the current study were based on the assumption that the OCDQ has validity as a criterion of school effectiveness. Halpin and Croft advanced this assumption and called for some research to validate it in their written report of the development of the OCDQ. Feldvebel,[2] Heller,[3] and Brown[4] have conducted some research along this line, but additional efforts are needed in this direction.

2. Findings of the current study have questioned the validity of the OCDQ for use with junior and senior high schools in a manner

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[1] Egon G. Guba and Charles E. Bidwell, Administrative Relationships (Chicago: Midwest Administration Center, University of Chicago, 1957), p. 69.

[2] Alexander Feldvebel, op. cit.

[3] Robert W. Heller, op. cit.

[4] Robert J. Brown, op. cit.

similar to the earlier research reported by Morris.[1] The OCDQ was developed by Halpin and Croft for use in elementary schools, but Croft indicated by letter to this researcher that the OCDQ was also valid for use with upper level schools. The current study was conducted under the assumption that the OCDQ had validity for use with schools beyond the elementary level. Only one of the nine upper level schools involved in the present study was perceived to have Open Tendencies in its organizational climate. From his previous associations with the schools involved in the study, the investigator felt this finding was questionable. The finding made explicit the need to validate the OCDQ for use with the larger, secondary schools.

3. Some additional research is needed with respect to the significant importance of race in the relationship studied in this investigation. The indicated differences in the organizational climates of white and Negro schools has specific implications for the impending integration of schools and professional staffs in public education. The possible differences in the ways Negro and white principals relate to their staffs should be investigated.

4. The problems connected with double-session school programs necessitated by crowded conditions have received much emphasis in previous research. Perhaps the findings of the present study, which indicated that these large, double-session schools lack the continuity of organization normally found in the regularly operated schools,

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[1] Derek V. Morris, op. cit.

have provided another approach for such research. Principals of such schools certainly need to be aware of the implications of the current findings in their principal-staff relationship.

5. An investigation of possible significance would attempt to validate the idea that acts of leadership may emerge from any source in the preferred Open Climate.[1] Using the OCDQ, samples of Open schools and Closed schools could be established. A comparative investigation of emergent leadership acts by the members of the professional staffs could be conducted. Hemphill's three classes of leadership acts; attempted, successful, and effective; might be employed in such an investigation.[2]

Using the same sample, or a similarly established sample of Open versus Closed schools, it would be of interest to conduct a comparative investigation of the number of "innovations" that are found in the school. An additional part of the investigation could be the determination of who inspired each innovation, the principal or a member of the professional staff. Some of the research techniques employed by Chesler[3] in his investigation of creative teaching might be utilized in such a study.

Another suggestion for future research would employ a similar sample of Open and Closed schools as identified by the OCDQ. The application of the research techniques developed by Herzberg[1] and his associates to the professional staffs in such a sample of schools should add some understanding to the source of teacher satisfaction. Eldon Johnson, a student colleague of the investigator, in his doctoral research has developed an instrument designed to apply Herzberg's technique to the school situation. The developed instrument could possibly be utilized in this investigation of the source of teacher satisfaction. Halpin and Croft have specified that teachers in the Open school climate receive satisfaction from both task accomplishment and from their social interraction within the school, while there is an absence of both sources of teacher satisfaction in the Closed schools.[2] An investigation of this type would possibly provide some relevant data with respect to the criticism of the OCDQ raised by Bruning.[3]

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[1] Halpin and Croft, op. cit., p. 60.

[2] John K. Hemphill, "Administration as Problem-solving," Administrative Theory in Education, ed. Andrew W. Halpin (Chicago: Midwest Administration Center, University of Chicago, 1958), pp. 89-118.

[3] Chesler, op. cit.

Investigation of these types would possibly be in the direction of validating the OCDQ as a criterion of school effectiveness called for above.

6. Recently, while serving as an emergency supply teacher, the investigator became interested in the application of the ASo concept of psychological distance to the teacher-student relationship in the public schools. Using the ASo Scales, two extreme

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[1] Herzberg, op. cit.

[2] Halpin and Croft, op. cit., pp. 60-67.

[3] Bruning, op. cit.

teacher groups could be identified on the basis of their psychological distance scores. A comparative investigation could then be made of the teacher-student relationships in both groups. The importance of emotionally warm versus psychologically distant behavior by the teacher may be of significant consequence in this delicate relationship.

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APPENDIX A

PROPOSAL

Proposal S-471-65
Project S-435
Bureau 5-8385-2-12-1

Project Title:	The Relationship Between the Principal and His Professional Staff in the Public School
Submitted By:	School of Education Auburn University Auburn, Alabama
Initiated By:	Mr. J. Foster Watkins Graduate Student School of Education Auburn University
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Date Transmitted:	March 4, 1965 (Revised August 19, 1965)

1. ABSTRACT

A. Objectives

The objectives of the proposed investigation are threefold:

1. To gain insight into the interaction between the principal and his professional staff in the public school situation.
2. To specifically test the applicability of Fiedler's concept of "psychological distance" to the principal-staff relationship in the public schools.
3. To clarify the understanding of selected dimensions of the organizational climate of schools as defined by Halpin and Croft.

The principal investigator has been interested for quite some time in the interaction that exists in school settings between various principals and their professional staffs. Since the immediate goal of the investigator is a secondary school principalship, any knowledge gained in regard to this interaction will be utilized in the future. Generalizations from the study should be applicable for consideration by others concerned with this interaction.

The proposed research idea was first stimulated by the desire of the investigator to apply Fiedler's concept of "psychological distance" to the principal-staff relationship in the public school situation. The selection of the Organizational Climate Description Questionnaire as the instrument for measuring effectiveness of the school organization, which is necessary in applying Fiedler's research findings, introduced the third objective into the study.

B. Procedure

The sample for the proposed study will be limited to fifty schools and approximately 1300 professional staff members in the Muscogee County School District of Georgia. The following procedures will be employed in the investigation:

1. The Organizational Climate Description Questionnaire will be administered to the professional staffs and the principals of the selected schools to secure the staffs' and the principals' perception of the organizational climate of their schools.
2. The Assumed Similarity of Opposites Scales will be administered to the principals of the selected schools to establish measures of their psychological distance.
3. The data from these instruments will be tabulated and subjected to statistical analysis in investigating the hypotheses of the study.

2. Problem

Charles A. Beard, discussing technology in 1932, pointed out that in considering the effect of technology one must consider that, in addition to machinery, technology included processes, systems, management and control mechanisms, both human and nonhuman. Above all, it involved a way of looking at problems as to their interest and difficulty, the feasibility of technical solutions, and the economic values of those solutions.[1] It is apparent that this view of technology is present in the America that we experience today. Modern historians emphasize the fact that American civilization is fundamentally a technological civilization. James D. Finn, in a paper concerned with technology and the instructional process, points out that, "Technology absolutely refuses to be confined. There are few areas of human interest that are sacred from invasion."[2]

With this advance of technology, our society has come to depend to an increasing degree on work which is performed by groups and teams rather than by individuals working alone. The days of the isolated individual and independent living have long since disappeared from the scene. In view of this increased complexity of life, the importance of groups organized to accomplish the myriad tasks faced by our society has become evident. Whenever individuals are brought together as a group, the coordination of the individual efforts toward the group goal becomes a problem, no matter how small or large the group might be. This coordination of individual efforts toward common group goal requires leadership, as it is readily apparent that assembling capable individuals into a group does not necessarily insure good teamwork. Fiedler in introducing his studies emphasized:

> To determine why some groups become effective and why others disintergrate or remain only marginally productive is, therefore of considerable importance to any agency or organization which must rely on teams.[3]

Efforts to accomplish this determination have resulted in recent years in a great deal of research concerned with leadership. Much research has attempted to determine "what we really know about leadership." The proposed investigation will be a continuation of these efforts to understand the behavior of leaders. It will be specifically concerned with the behavior of principals in the public schools, the institutions charged with such a critical function in our society. The importance of these institutions may be seen in the words of Roald F. Campbell:

> ....that education, chiefly public education, is a built-in corrective for our kind of society. Only through general public enlightenment can the experiment we call democracy succeed.[4]

Surely, efforts to gain better understanding and insight concerning the behavior of individuals occupying leadership roles in institutions so vital to our society are worthy of consideration.

3. Related Literature

During recent years, the national concern with leadership on the part of researchers and practitioners alike has been no less than phenomenal. Yet it is not unusual to discover that there is still significant confusion and disagreement in understandings concerning leadership. It seems that leadership is a loosely defined term, signifying different things to different persons at various times under different situations. Early researchers shared with the average man a fundamental bias in regard to leadership. They were influenced by the tendency to see persons as origins of actions and thus believed that leadership behavior originated from the personal qualities of the leader. Biased in this manner, the early research efforts gave too little attention to the contributions of the group structure and situations to such behavior. Approaching leadership from this point of view, the empirical studies compared leaders with nonleaders, focusing on personality traits in the hope of uncovering the bases of leadership. After a considerable review of the research conducted with this traits approach, Gibb concluded that attempts to find a consistent pattern of traits that characterized leaders had failed. He pointed out that the attributes of leadership are any or all of those personality characteristics that, in any particular situation, makes it possible for an individual either to contribute to achievement of a group goal or to be perceived as doing so by other members of the group.[5] Gordon L. Lippit reported similar dissatisfaction with the traits approach to leadership when he reviewed 106 such studies and found only five per cent of the determined traits that appeared in four or more studies.[6]

Recent theoretical and empirical studies of leadership in such diverse fields as public administration, industrial relations, group dynamics, and educational administration have consistently emphasized at least two significant dimensions of leadership that appear to be of equal importance. Barnard, in his excellent analysis of the functions of the executive, has termed these two dimensions organizational "effectiveness" and organizational "efficiency." He has defined these terms as follows: "Effectiveness relates to the accomplishment of the cooperative purpose, which is social and non-personal in character. Efficiency relates to the satisfaction of individual motives, and is personal in character."[7] Barnard further felt that the survival of the group depended upon two interrelated and interdependent processes: "Those which relate to the system of cooperation as a whole in relation to the environment; and those which relate to the creation or distribution of satisfaction among individuals."[8]

Cartwright and Zander, expressing dissatisfaction with the trait approach, were concerned in their research with a view of leadership which stresses the characteristics of the group and the situation in which it exists. In their research, leadership was viewed as the performance of those acts which help the groups achieve its preferred outcomes. Generalizing on the basis of their extensive research, Cartwright and Zander have concluded in a position similar to Barnard; "It appears that most, or perhaps all, group objectives can be subsumed under one of two headings: (a) the achievement of some specific group goal, or (b) the maintenance or strengthening of the group itself."[9]

A similar dichotomy has resulted from a series of investigations of leadership conducted at Ohio State University. From the work of the Personnel Research Board, the dimensions of "initiating structure" and "consideration" have emerged as significant concepts for describing leader behavior. As defined by Halpin, initiating structure refers to the leader's behavior in delineating the relationship between himself and members of his work group, and in endeavouring to establish well-defined patterns of organization, channels of communication, and methods of procedure. Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff.[10] The researchers recognized the fact that there was nothing especially novel about these two dimensions of leader behavior, when they pointed out the close parallel between them and the two objectives of every group described by Cartwright and Zander as group achievement and group maintenance. They did, however, establish the value of the empirical approach which permits us to measure the leader behavior of a group leader as this behavior is perceived by the members of the immediate work-group. This empirical approach allows one to determine by objective and reliable means how specific leaders vary in leadership style.

In a continuation of the situational approach to leader behavior, Halpin and Don B. Croft have investigated the organizational climate of schools. This investigation grew out of the intuitive notion that there are differences in climate between and among schools, and these differences can be sensed as one moves from school to school. In broad terms, Halpin and Croft were attempting to establish for the school organization a means for determining the climate which is somewhat analogous to the attempts to establish personality measures in regard to individual behavior. The scope of their study was limited to the description made of the school primarily in terms of teacher-principal relationships. This research effort produced the Organizational Climate Description Questionnaire (OCDQ) which is an eighty item questionnaire that measures the social interaction of the school organization on eight dimensions. These eight dimensions are used to classify the perceived organizational climate of the school on a continuum from Open to Closed. In summarizing their work, Halpin and Croft advanced the possibility that the OCDQ might possibly provide a more suitable criterion for measuring effectiveness of school organizations than some of the criteria presently in use.[11]

Getzels and Guba, in their useful theory of administration as a social process, have provided an excellent explication of two basically different leadership styles: the "nomethetic" style, which stresses the roles and role-expectations within the institution, and the "idiographic" style, which emphasizes the personal needs and dispositions within the individual.[12] Guba further defines the unique task of the administrator as that, "of mediating between these two sets of behavior-eliciting forces, that is, the nomothetic and the idiographic, so as to produce behavior which is at once organizationally useful as well as individually satisfying."[13] Here again the influence of goal achievement and group maintenance functions of leadership are apparent.

Argyris reached similar conclusions while investigating the behavior of individuals in formal organizations. He maintains that there is a basic conflict between the individual human personality and its objectives on the one hand, and the formal organization on the other. Within the formal organization, therefore, an informal organization develops which "helps decrease the basic causes of conflict, frustration and failure."[14] Argyris stressed that these two organizations, the formal and the informal, must be considered together as a total social system--the total organization.

Fiedler and his associates at the University of Illinois have been concerned with the prediction of group effectiveness and its relationship to leader behavior. The evidence from their studies of survey teams, basketball teams, military units, and farm cooperatives indicates that leaders who develop an impersonal style in their relationships with group members are significantly more effective than are leaders who maintain a more personal style in their interactions with group members. Using the concept defined in these studies, the effective leaders were found to be those who could maintain "psychological distance" in their interaction with subordinates. In the opinion of Fiedler, "The effective leader must be willing to reject co-workers who do not adequately perform their jobs. This requires emotional independence and detachment from others."[15] In summarizing the results of their research Fiedler reported that the studies have clearly shown that psychological distance is not a leadership trait. In fact, the studies revealed that psychological distance scores predict team effectiveness only in interaction with other variables.[16] The Assumed Similarity of Opposites Scales were developed during these studies to measure the concept of psychological distance.

Hemphill, in an extensive and careful study of approximately five hundred groups, has demonstrated empirically that variance in leader behavior is significantly associated with situational variance. In looking at the size of the group as a situational determinative, Hemphill has concluded that, as compared with small groups, large groups make more, and different demands upon the leader. In general, the leader in a large group tends to be impersonal, and is inclined to enforce rules and regulations firmly and impartially. In smaller groups the leader plays a more personal role. He is more willing to make exceptions to rules and to treat each group member as an individual.[17]

Max Weber, in establishing the essential characteristics of a bureaucratic organization, included impersonality of operation in his criteria for the ideal bureaucratic organization. According to Weber, a spirit of formalistic impersonality is needed to separate organizational rights and duties from the private lives of employees. This impersonality in leader behavior can assure rationality in decision making and can assure equitable treatment for all subordinates. This impersonality in behavior, in the opinion of Weber, need not necessarily be cold or aloof, but it must merely assure uniform application of the rules and regulations and must prevent partiality based on purely personal considerations.[18]

4. Objectives

In pursuit of the objectives of the investigation, the following hypotheses will be investigated and statistically tested:

1. It is hypothesized that the schools which tend toward an Open Climate will have principals which maintain high psychological distance.

If the assumption is accepted that the preferred Open Climate is a suitable criterion for measuring school effectiveness, the acceptance of this hypothesis would be favorable toward the applicability of Fiedler's concept of psychological distance in the nontask-oriented school situation.

2. It is hypothesized that there will be a positive relationship between Esprit (OCDQ) and Fiedler's concept of psychological distance.

Accepting the belief of Halpin and Croft that Esprit is the best single measure of group morale and group maintenance tendencies, the acceptance of this hypothesis would also be a favorable indication of the adaptability of Fiedler's research conclusions to the public school setting.

3. It is hypothesized that there will be a positive relationship between Thrust (OCDQ) and Fiedler's concept of psychological distance.

If Thrust is a measure of the authenticity of the behavior of the principal and is an indication of the absence of need-dominate behavior, there should be a close relationship between Thrust and psychological distance as defined by Fiedler. Both of these concepts seem to deal with the leader's security of position, his personal requirement for need-dominate behavior, and his ability to deal objectively and impersonally with his associates. Acceptance of this hypothesis would also seem to be a favorable indication of the applicability of the work of Fiedler and his associates in the public schools.

4. In the preferred Open Climate, it is hypothesized that there will be a negative relationship between the concept of psychological distance and the dimension of Aloofness (OCDQ).

Aloofness seems to be a measure of the social or physical distance which may be utilized by individual principals to enable them to maintain the optimum relationships with their staffs. Principals who are high on psychological distance and are able to remain impersonal in their interaction with staff members, should not need to emphasize the social distance in order to maintain an effective relationship. Whereas, the principal with low psychological distance, who is unable to maintain this impersonality in interaction and has a tendency to become emotionally involved, will need to emphasize the social distance in his staff relations to protect himself from emotional involvement. The acceptance of this hypothesis would reinforce the belief of Fiedler that psychological distance is not a 'trait' of leadership but is rather a situational aspect of leader behavior within the framework of the organization.

5. It is hypothesized that the distribution of scores on Consideration (OCDQ) will be bimodal with high loadings occurring at each end of the psychological distance ratings.

If the concern evidenced by Halpin and Croft that two types of Consideration behavior have been combined within a single measure is well-founded, the possibility of obtaining high loadings of the dimension of Consideration on both ends of the psychological distance rating seems very probable. The principal with high psychological distance should be able to emit Consideration behavior due to the strength of his position, whereas, the principal low on psychological distance would also be highly Considerate, but due to his psychological weaknesses.

In schools with professional staffs large enough to give subgroups with N's of statistical significance, the null hypotheses that there will be no significant difference in the organizational climate perceived by the staff due to: (a) Sex, (b) Age, (c) Years of experience in education, and (d) Years at that school, will be investigated.

5. Procedures

a. General Design -- The proposed investigation will be basically a statistical study. It is recognized that the proposal for a research investigation is only tentative in nature. It is felt by the principal investigator that the proposed study should be flexible and allow for the investigation of significant relationships that become evident during the course of the study. Statistical testing of the above hypotheses should provide ample involvement of the investigator in the data to indicate relationships worthy of investigation.

b. Population and Sample -- The study will be limited to the Muscogee County School District of Georgia. This district involves sixty-two schools with approximately 45,000 pupils and more than 1500 professional staff members. The investigation will be limited to the fifty-five schools in which the present principals have been in this position for at least two years. All fifty-five of these schools will be invited to participate, but it is felt that a favorable response will be received from about fifty of them. All teachers and staff members in participating schools will be included in the study.

c. Data and Instrumentation -- The Organizational Climate Description Questionnaire (OCDQ) and the Assumed Similarity of Opposites Scales (ASo) will be employed in the study. All of the principals will meet together at the school district, central office and will complete both instruments in a group session. The individual school staffs will be administered the OCDQ during group meetings at the schools. In both cases, the participants will record their responses on IBM answer sheets. The data will be transposed from the IBM sheet to punched cards for analysis in an IBM 7040 computer.

d. Analysis -- The data collected from the two instruments will be subjected to statistical analysis in investigating the hypotheses of the study. The program developed from the OCDQ by Halpin and Croft provides the following:

1. Individual subject scores on the eight dimensions.
2. Individual subject climate similarity scores from the six possible climates.
3. Group (school) consensus scores on the eight dimensions.
4. Group (school) climate similarity scores from the six possible climates.

The dimension scores reported by the program are standardized with a mean of 50 and a standard deviation of 10. The psychological distance measure obtained from the ASo Scales will be standardized in the same manner. A matrix of these fifteen items will be developed and intercorrelations of the items will be computed. The total sample will be subdivided for closer analysis of contributing subgroups in the overall correlation. In investigating the null hypothesis with regard to these subgroups, analysis of variance will be utilized. Chi-square techniques will be employed to investigate the normality of the psychological distance scores of the principals.

e. Time Schedule -- The approximate time schedule will be as follows:

1. Fall Quarter, 1965:	Completion of instrumentation and gathering of data.
2. Winter Quarter, 1965:	Review of related research and literature.
3. Spring Quarter, 1966:	Analysis of data.
4. Summer Quarter, 1966:	Preparation and submission of report.

6. Personnel

J. Foster Watkins, Graduate Assistant and Doctoral Student in the Department of Educational Administration of the School of Education, Auburn University, will serve as principal investigator in this research. Mr. Watkins received a degree in Industrial Engineering from Georgia Tech in 1959 and completed his Master's in Educational Administration at Auburn University in August, 1964. He has completed five years of teaching, coaching, and guidance work at Baker High School in Columbus, Georgia. He returned to Auburn on a full-time basis in September, 1964. He expects to complete the requirements for his degree by June, 1966.

Dr. Max G. Abbott is currently head professor in the Department of Administration, Supervision, and Guidance at Auburn University. He received a Ph. D. from the University of Chicago with a major in Educational Administration and has served as Assistant to the Dean and as Assistant Professor in the Graduate School of Education at the University of Chicago. He has also served as the Associate Professor of Education at the University of Rochester. In addition to his University experience, Dr. Abbott has served as a public school administrator for ten years, and as the Director of Research in a State Department of Education for one year. Dr. Abbott, as the major adviser of the principal investigator, will direct the proposed research study.

Dr. Lorain O. Hite received his doctorate from Western Reserve University with a major in Statistics and Research Design. His undergraduate program in Mathematics and Education and his Master's work in Clinical Psychology were completed at Kent State University. He presently is employed as an Associate Professor and Coordinator of Research in the School of Education at Auburn University. Formerly, he was connected with the American Institute of Research in Pittsburg as a researcher. Before coming to Auburn in June, 1964, Dr. Hite had completed ten years as a consultant to business and industry in the field of labor relations and related social science research. Dr. Hite will be concerned primarily with the programming and electronic data processing in the proposed study.

7. Facilities

Arrangements have been made to secure the use of the facilities of the Auburn University Computer Service in the scoring and the analysis of the data. An IBM 1230 Optical Scanner and an IBM 7040 Computer will be used for this purpose. The program for scoring the OCDQ has been secured from Don Croft and will be utilized in the study. The principal investigator formerly was employed in the Muscogee County School District and has secured the cooperation and assistance of the system.

8. Other Information

a. No support for this project is available from any other source.

b. This proposal has not been submitted to any other agency or organization.

c. The Assumed Similarity of Opposites Scale, one of the two instruments utilized in the study, was developed by Fred Fiedler and his associates under the support of the Office of Naval Research, Project: NR 170-106, N6-Ori-07135. The proposed study originally developed out of the desire of the principal investigator to apply the research results of Fiedler's studies in the public school situation.

The Organizational Climate Description Questionnaire, the other instrument involved in the study, was developed by Andrew W. Halpin and Don B. Croft under the support of the United States Office of Education, Department of Health, Education, and Welfare Contract Number: SAE 543(8639). This instrument was included in the study primarily due to the possibility advanced by Halpin and Croft that it probably is a more reliable measure of effectiveness of school organizations than any other criteria now being used for this purpose.

The principal investigator views the proposed study as a continuation of these previous studies.

d. The key personnel of the proposed project have not completed a previous Cooperative Research Project.

FOOTNOTES

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9. Dorwin Cartwright and Alvin Zander, eds., *Group Dynamics: Research and Theory* (Evanston, Illinois: Row, Peterson and Company, 1953), p. 541.

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15. Fiedler, *op. cit.*, p. 44.

16. Ibid., p. 45.

17. John K. Hemphill, Situational Factors in Leadership (Columbus: Bureau of Educational Research, Ohio State University, 1949).

18. Max Weber, "Bureaucracy," Organizations: Structure and Behavior, Joseph A. Litterer, ed. (New York: John Wiley and Sons, Inc., 1963), p. 46.

APPENDIX B

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

A. W. Halpin and D. B. Croft

The items in this questionnaire describe typical behaviors or conditions that occur within a school organization. Please indicate to what extent each of these descriptions characterizes your school. Please do not evaluate the items in terms of "good" or "bad" behavior, but read each item carefully and respond in terms of how well the statement describes your school.

The descriptive scale on which to rate the items is printed at the top of each page. Please read the instructions which describe how you should mark your answer sheet.

The purpose of this questionnaire is to secure a description of different ways in which teachers behave and of the various conditions under which they must work. After you have answered the questionnaire we will examine the behaviors or conditions that have been described as typical by the majority of the teachers in your school, and we will construct from this description, a portrait of the Organizational Climate of your school.

Marking Instructions: A regular IBM answer sheet will be provided for recording your answers to the items. Instructions for items one (1) through twelve (12) will vary from school to school and will be given orally. For items thirteen (13) through eighty (80) you are to select one of the numbers following the items according to the following scale:

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

Any of the alternatives could be selected. You are to make your choice depending upon how often you feel the behavior described by the item does, indeed, occur in your school.

Please mark your responses clearly. Be sure that they are dark, and that they completely fill the horizontal spaces provided. If you erase, do so completely. Incomplete erasures might be read as intended responses. Please be sure that you mark every item. Please do not mark on the booklets as they will be used repeatedly in the study.

BIOGRAPHICAL INFORMATION

ITEMS

5, 6, 7 School Number (Your school number will be given orally)

8. Position: 1. Principal
   2. Teacher
   3. Other

9. Sex: 1. Man
   2. Woman

10. Age: 1. 20-29
   2. 30-39
   3. 40-49
   4. 50-59
   5. 60 or over

11. Years of experience in education:
   1. 0-9
   2. 10-19

3. 20-29

4. 30 or over

12. Years at this school:

1. 0-4

2. 5-9

3. 10-19

4. 20 or over

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

13. Teachers' closest friends are other faculty members at this school. 1 2 3 4

14. The mannerisms of teachers at this school are annoying 1 2 3 4

15. Teachers spend time after school with students who have individual problems 1 2 3 4

16. Instructions for the operation of teachers aids are available. 1 2 3 4

17. Teachers invite other faculty to visit them at home 1 2 3 4

18. There is a minority group of teachers who always oppose the majority 1 2 3 4

19. Extra books are available for classroom use 1 2 3 4

20. Sufficient time is given to prepare administrative reports 1 2 3 4

21. Teachers know the family background of other faculty members 1 2 3 4

22. Teachers exert group pressure on non-conforming faculty members 1 2 3 4

23. In faculty meetings, there is a feeling of "let's get things done" 1 2 3 4

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

24. Administrative paper work is burdensome at this school 1 2 3 4

25. Teachers talk about their personal life to other faculty members 1 2 3 4

26. Teachers seek special favors from the principal 1 2 3 4

27. School supplies are readily available for use in classwork 1 2 3 4

28. Student progress reports require too much work 1 2 3 4

29. Teachers have fun socializing together during school time 1 2 3 4

30. Teachers interrupt other faculty members who are talking in staff meetings 1 2 3 4

31. Most of the teachers here accept the faults of their colleagues 1 2 3 4

32. Teachers have too many committee requirements 1 2 3 4

33. There is considerable laughter when teachers gather informally 1 2 3 4

34. Teachers ask nonsensical questions in faculty meeting 1 2 3 4

35. Custodial service is available when needed 1 2 3 4

36. Routine duties interfere with the job of teaching 1 2 3 4

37. Teachers prepare administrative reports by themselves 1 2 3 4

38. Teachers ramble when they talk in faculty meetings 1 2 3 4

39. Teachers at this school show much school spirit 1 2 3 4

40. The principal goes out of his way to help teachers 1 2 3 4

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

41. The principal helps teachers solve personal problems 1 2 3 4

42. Teachers at this school stay by themselves 1 2 3 4

43. The teachers accomplish their work with great vim, vigor, and pleasure 1 2 3 4

44. The principal sets an example by working hard himself 1 2 3 4

45. The principal does personal favors for teachers 1 2 3 4

46. Teachers eat lunch by themselves in their own classrooms 1 2 3 4

47. The morale of the teachers is high 1 2 3 4

48. The principal uses constructive criticism 1 2 3 4

49. The principal stays after school to help teachers finish their work 1 2 3 4

50. Teachers socialize together in small select groups 1 2 3 4

51. The principal makes all class-scheduling decisions 1 2 3 4

52. Teachers are contacted by the principal each day 1 2 3 4

53. The principal is well prepared when he speaks at school functions 1 2 3 4

54. The principal helps staff members settle minor differences 1 2 3 4

55. The principal schedules the work for the teachers 1 2 3 4

56. Teachers leave the grounds during the school day 1 2 3 4

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

57. The principal criticizes a specific act rather than a staff member 1 2 3 4

58. Teachers help select which courses will be taught 1 2 3 4

59. The principal corrects teachers' mistakes 1 2 3 4

60. The principal talks a great deal 1 2 3 4

61. The principal explains his reasons for criticism to teachers 1 2 3 4

62. The principal tries to get better salaries for teachers 1 2 3 4

63. Extra duty for teachers is posted conspicuously 1 2 3 4

64. The rules set by the principal are never questioned 1 2 3 4

65. The principal looks out for the personal welfare of the teachers 1 2 3 4

66. School secretarial service is available for teachers' use 1 2 3 4

67. The principal runs the faculty meeting like a business conference 1 2 3 4

68. The principal is in the building before teachers arrive 1 2 3 4

69. Teachers work together preparing administrative reports 1 2 3 4

70. Faculty meetings are organized according to a tight agenda 1 2 3 4

71. Faculty meetings are mainly principal-report meetings 1 2 3 4

72. The principal tells teachers of new ideas he has run across 1 2 3 4

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

73. Teachers talk about leaving the school system 1 2 3 4

74. The principal checks the subject-matter ability of teachers 1 2 3 4

75. The principal is easy to understand 1 2 3 4

76. Teachers are informed of the results of a supervisor's visit 1 2 3 4

77. Grading practices are standardized at this school 1 2 3 4

78. The principal insures that teachers work to their full capacity 1 2 3 4

79. Teachers leave the building as soon as possible at day's end 1 2 3 4

80. The principal clarifies wrong ideas a teacher may have 1 2 3 4

APPENDIX C

ASSUMED SIMILARITY OF OPPOSITES SCALES

Assumed Similarity of Opposites Scales

People differ in the ways they think about themselves and about those with whom they work. This may be important in working with others. Please give your immediate, first reaction to the items on the following pages.

On each sheet are pairs of words which are opposite in meaning, such as Talkative and Quiet. You are asked to describe two of the teachers with whom you are now working or have worked with in the past by checking one of the six spaces between the two words.

Each space represents how well the adjective fits the person you are describing, as if it were written:

Talkative ________:________:________:________:________:________: Quiet

very talkative	quite talkative	more talkative than quiet	more quiet than talkative	quite quiet	very quiet

FOR EXAMPLE: If you were to describe yourself, and you ordinarily think of yourself as being quite talkative, you would put a check in the second space from the word talkative, like this:

Talkative _____:__X__:_____:_____:_____:_____ Quiet

If you ordinarily think of yourself as somewhat more quiet than talkative, you would put your check on the quiet side of the middle.

Talkative _____:_____:_____:__X__:_____:_____ Quiet

If you think of yourself as very quiet, you would use the space nearest the word quiet.

Talkative _____:_____:_____:_____:_____:__X__ Quiet

Look at the words at both ends of the line before you put in your check mark. Please remember that there are no right or wrong answers. Work rapidly; your first answer is likely to be the best. Please do not omit any items and mark each item only once.

MOST PREFERRED SCALE

Think of the teacher with whom you can work best. This may be a teacher now on your staff or one you have worked with in the past. This teacher does not have to be the person you like best, but should be the teacher with whom you could best get a job done. Describe this person as he or she appears to you.

Friendly ______:______:______;______:______:______ Unfriendly
Cooperative ______:______:______;______:______:______ Uncooperative
Quitting ______:______:______;______:______:______ Persistent
Stable ______:______:______;______:______:______ Unstable
Confident ______:______:______;______:______:______ Unsure
Shy ______:______:______;______:______:______ Sociable
Upset ______:______:______;______:______:______ Calm
Bold ______:______:______;______:______:______ Timid
Ungrateful ______:______:______;______:______:______ Grateful
Energetic ______:______:______;______:______:______ Tired
Impatient ______:______:______;______:______:______ Patient
Softhearted ______:______:______;______:______:______ Hardhearted
Thoughtless ______:______:______;______:______:______ Thoughtful
Frank ______:______:______;______:______:______ Reserved
Meek ______:______:______;______:______:______ Forceful
Careless ______:______:______;______:______:______ Careful
Easygoing ______:______:______;______:______:______ Quick-tempered
Practical ______:______:______;______:______:______ Impractical
Boastful ______:______:______;______:______:______ Modest
Intelligent ______:______:______;______:______:______ Unintelligent
Gloomy ______:______:______;______:______:______ Cheerful
Responsible ______:______:______;______:______:______ Undependable
Unrealistic ______:______:______;______:______:______ Realistic
Efficient ______:______:______;______:______:______ Inefficient

LEAST PREFERRED SCALE

There are always some people with whom we can work better than with others. Think of the teacher with whom you can work least well. This may be a teacher now on your staff or one you have worked with in the past. This should be the person with whom you would have the most difficulty getting a job done. Describe this person as he or she appears to you.

Friendly ______:______:______;______:______:______ Unfriendly
Cooperative ______:______:______;______:______:______ Uncooperative
Quitting ______:______:______;______:______:______ Persistent
Stable ______:______:______;______:______:______ Unstable
Confident ______:______:______;______:______:______ Unsure
Shy ______:______:______;______:______:______ Sociable
Upset ______:______:______;______:______:______ Calm
Bold ______:______:______;______:______:______ Timid
Ungrateful ______:______:______;______:______:______ Grateful
Energetic ______:______:______;______:______:______ Tired
Impatient ______:______:______;______:______:______ Patient
Softhearted ______:______:______;______:______:______ Hardhearted
Thoughtless ______:______:______;______:______:______ Thoughtful
Frank ______:______:______;______:______:______ Reserved
Meek ______:______:______;______:______:______ Forceful
Careless ______:______:______;______:______:______ Careful
Easygoing ______:______:______;______:______:______ Quick-tempered
Practical ______:______:______;______:______:______ Impractical
Boastful ______:______:______;______:______:______ Modest
Intelligent ______:______:______;______:______:______ Unintelligent
Gloomy ______:______:______;______:______:______ Cheerful
Responsible ______:______:______;______:______:______ Undependable
Unrealistic ______:______:______;______:______:______ Realistic
Efficient ______:______:______;______:______:______ Inefficient

APPENDIX D

FIRST LETTER TO PRINCIPALS

February 22, 1965

Principals
Muscogee County School District
Columbus, Georgia

Dear Principal:

As a graduate student in Educational Administration at Auburn University, I am requesting the cooperation and assistance of you and your school staff in a research project which will be the basis for my dissertation. I have discussed the research with Dr. Shaw and have secured his permission to contact you.

There will be two questionnaire-type instruments used in the study. You will be asked to respond to both instruments, and your professional staff will be requested to complete one of them. This should require approximately one hour of your time and about thirty-five minutes on the part of your staff. The instruments will be administered to the principals at a group meeting in the Board Room at the central office of the School District. A faculty meeting at the individual schools will be necessary for administering the questionnaire to the professional staffs. During the study and in reports concerning the study, the anonymity of schools and individuals will be maintained.

After considering this request, please mark the appropriate response below. Seal your reply in the envelope provided and return to me through the school mail. I would like to have a reply before Monday, March 1. Your cooperation in this matter is desired and will be most appreciated.

Sincerely,

Foster Watkins

- -

My school will participate ____________

I will attend the group meeting of principals, but I reserve the right not to participate after hearing further discussion of the project ____________

My school will not participate ____________

______________________________ ______________________________
Principal School

APPENDIX E

SECOND LETTER TO PRINCIPALS

Muscogee County School District
Columbus, Georgia

March 2, 1965

NOTICE TO PRINCIPALS:

Recently, Mr. Foster Watkins, a graduate student at Auburn University and a former teacher in the Muscogee County School District, solicited your cooperation in some research in Muscogee County in connection with his dissertation as a doctoral candidate at Auburn. The principals who agreed to cooperate with Mr. Watkins are hereby informed that a meeting will be held in the Board Room, Administration Building, 1200 Bradley Drive, at 4:00 p.m., on Wednesday, March 10, 1965. Please keep this hour and date in mind and come prepared to participate in the research to be conducted under the supervision of Mr. Foster Watkins. It is assumed that the session with Mr. Watkins can be finished well within the hour.

Any principal who failed to notify Mr. Watkins of his willingness to participate in the study by March 1 can still attend the meeting on March 10 and participate in the study.

WM. HENRY SHAW
Superintendent of Education

WHS:bpb

APPENDIX F

TABLES

TABLE 1.—A comparison of Group I schools above mean with those below mean to establish the effect of psychological distance as a discriminant on the dimensions of the OCDQ

Dimension	t-Score	P	F-Score	P
Disengagement	1.0713	n.s.	1.11704	n.s.
Hindrance	0.5048	n.s.	0.24265	n.s.
Esprit	-1.6779	n.s.	2.71919	n.s.
Intimacy	2.4002	.05	5.54088	.05
Aloofness	-0.5162	n.s.	0.25317	n.s.
Prod. Emp.	1.2050	n.s.	1.40706	n.s.
Thrust	-2.1824	.05	4.58905	.05
Consideration	-0.7136	n.s.	0.47803	n.s.
Global Concept	-1.5121	n.s.	1.13484	n.s.

TABLE 2.—A comparison of the top fourteen versus the bottom fourteen schools in Group I to establish the effect of psychological distance as a discriminant on the dimensions of the OCDQ

Dimension	t-Score	P	F-Score	P
Disengagement	1.6026	n.s.	2.38498	n.s.
Hindrance	-0.0000	n.s.	0.00000	n.s.
Esprit	-2.2235	.05	4.59094	.05
Intimacy	2.2649	.05	4.76345	.05
Aloofness	0.0515	n.s.	0.00247	n.s.
Prod. Emp.	1.0004	n.s.	0.92940	n.s.
Thrust	-2.6257	.05	6.40198	.05
Consideration	0.1417	n.s.	0.01865	n.s.
Global Concept	-1.4623	n.s.	1.19676	n.s.

TABLE 3.--A comparison of the white schools in Group I above mean with those below mean to establish the effect of psychological distance as a discriminant on the dimensions of the OCDQ

Dimension	t-Score	P	F-Score	P
Disengagement	-0.6467	n.s.	0.39731	n.s.
Hindrance	-0.4192	n.s.	0.15744	n.s.
Esprit	-0.7399	n.s.	0.53478	n.s.
Intimacy	2.6520	.05	6.94873	.05
Aloofness	-0.3086	n.s.	0.09005	n.s.
Prod. Emp.	1.0559	n.s.	1.10820	n.s.
Thrust	-0.9660	n.s.	0.89312	n.s.
Consideration	-0.2130	n.s.	0.03983	n.s.
Global Concept	-0.1239	n.s.	1.26898	n.s.

TABLE 4.—A comparison of top ten white schools versus the bottom ten white schools in Group I to establish the effect of psychological distance as a discriminant on the dimensions of the OCDQ

Dimensions	t-Score	P	F-Score	P
Disengagement	-0.0932	n.s.	0.09671	n.s.
Hindrance	-0.6814	n.s.	0.64954	n.s.
Esprit	-0.8863	n.s.	0.30538	n.s.
Intimacy	2.7384	.05	7.48045	.05
Aloofness	0.0865	n.s.	0.04550	n.s.
Prod. Emp.	1.3124	n.s.	1.60362	n.s.
Thrust	-1.5183	n.s.	2.07434	n.s.
Consideration	-0.3614	n.s.	0.00729	n.s.
Global Concept	-0.3296	n.s.	1.02306	n.s.

TABLE 5.—A comparison of the Negro schools in Group I above mean with those below mean to establish the effect of psychological distance as a discriminant on the dimensions of the OCDQ

Dimensions	t-Score	P	F-Score	P
Disengagement	3.0280	.01	7.73987	.05
Hindrance	-0.1919	n.s.	0.03007	n.s.
Esprit	-2.4352	.05	5.48070	.05
Intimacy	0.5073	n.s.	0.24483	n.s.
Aloofness	1.4933	n.s.	1.58656	n.s.
Prod. Emp.	0.1120	n.s.	0.01206	n.s.
Thrust	-2.1775	.05	4.41716	.10
Consideration	0.4719	n.s.	0.21009	n.s.
Global Concept	-1.8725	n.s.	1.86704	n.s.

TABLE 6.—A comparison of the top six Negro schools versus the bottom six Negro schools in Group I to establish the effect of psychological distance as a discriminant on the dimensions of the OCDQ

Dimension	t-Score	P	F-Score	P
Disengagement	4.5619	.01	17.34273	.01
Hindrance	0.7059	n.s.	0.41528	n.s.
Esprit	-4.7591	.01	18.87395	.01
Intimacy	-0.0642	n.s.	0.00343	n.s.
Aloofness	0.4825	n.s.	0.19397	n.s.
Prod. Emp.	0.6678	n.s.	0.37162	n.s.
Thrust	-2.2732	.05	4.30605	.10
Consideration	0.1164	n.s.	0.01129	n.s.
Global Concept	-2.7733	.05	5.81422	.05